Acción Para La Salud / Action for Health Promotora Community Health Advocacy Curriculum Guide

How to use this Guide!

The Arizona Prevention Research Center and our partners developed this CHW Advocacy/Leadership Curriculum Guide because we know that public health is about improving the health of communities and that communities are most likely to become healthier when acting upon themselves (i.e., from within). *Promotores de salud,* or community health workers, are powerful agents for positive change within their communities. It is our sincere hope that this guide will be used by and for CHWs and their agencies to enhance their community advocacy and leadership skills in a way that benefits them and their communities.

Below are some tips for using this guide:

- Many of the tools in this guide are adapted from the efforts of people and organizations that promote community leadership and community advocacy. It is in this spirit that we encourage you to **pick and choose** what is helpful for you in your efforts.

- We found that community health workers benefit from the collaboration and support of their peers, their immediate supervisor and their organizations. The *Acción* workshops are designed to **bring together teams** of *promotores* and their supervisors from several organizations.

- There is no better way to learn about community advocacy than to do it. Therefore, *Acción* uses an **action learning** format in which community activities are integrated between each of the four workshops. Participants work with community members to identify needs and develop and implement specific advocacy efforts. The workshops provide opportunities for feedback from the facilitators and each other.

- This guide, like community advocacy, is designed as a **long-term effort**. We implemented the *Acción* training over the course of a year and a half.

- Community advocacy is hard work. **Celebrate your victories** along the way.

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Acknowledgements

This curriculum guide would not have been possible without the skill, commitment and resources provided by members of the Arizona Prevention Research Center Training Committee. We would like to acknowledge their efforts in this work.

Arizona Community Health Outreach
Worker Association
http://azchow.org

Arizona Department of Health Services
http://www.azdhs.gov

Chiricahua Community Health Center
http://www.cchci.org

Southeast Arizona Health Education Center
http://www.seahec.org

University of Arizona
http://ag.arizona.edu/santacruz

University of Arizona
http://extension.arizona.edu/cochise

Equally, the development and realization of *Acción Para La Salud* depended upon the organizations and community health workers who were committed to this process, contributed their expertise and their experiences, and provided feedback along the way.

Campesinos Sin Fronteras
http://www.campesinossinfronteras.org

Chiricahua Community Health Center
http://www.cchci.org

Cochise County Health Department
http://cochise.az.gov/cochise_health.aspx?id=260

Mariposa Community Health Center
http://www.mariposachc.net

Regional Center for Border Health
http://www.rcfbh.org

Sunset Community Health Center
http://www.sunsetcommunityhealthcenter.org

Acción Para La Salud / Action for Health Promotora Community Health Advocacy Curriculum Guide

Core Competencies

Workshop 1

↓

Community Activity

↓

Workshop 2

↓

Community Activity

↓

Workshop 3

↓

Partner Visit One

Peer Network

↓

Workshop 4

↓

Partner Visit Two

Background & References
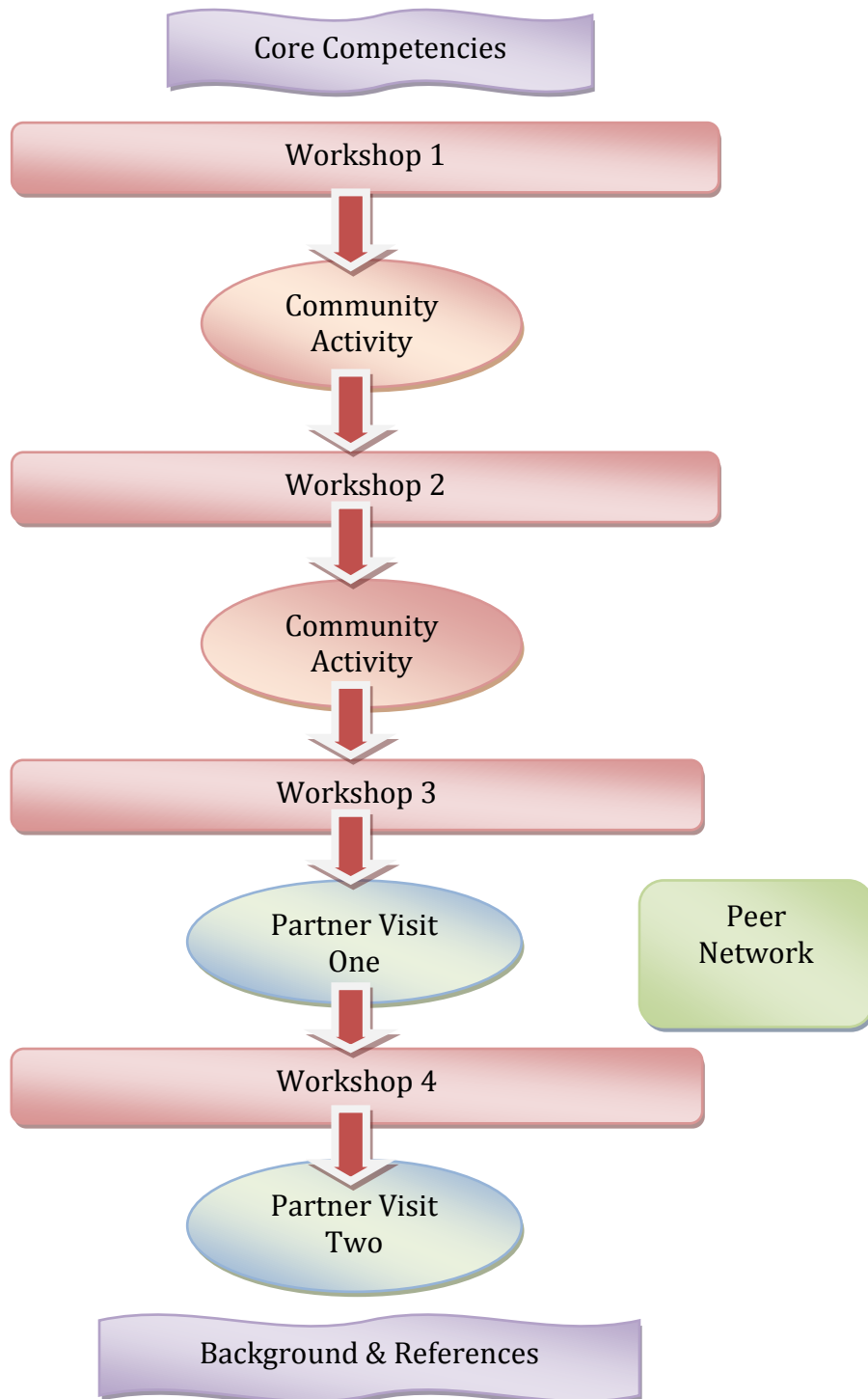
Acción Para La Salud / Action for Health
Promotora Community Health Advocacy

Core Competencies

- **Core Competency 1**: Identifying community values, culture and leadership styles.
  Who are we and who is our community?
  - self care
  - values & culture
  - leadership styles
  - personal growth
  - recognizing diversity within community

- **Core competency 2**: Identifying community needs and issues.
  What does our community want?
  - social determinants of health
  - identifying issues, resources, and assets
  - systems thinking

- **Core competency 3:** Developing a shared vision.
  How do we start?
  - engaging the community
  - visioning & planning

- **Core competency 4:** Identifying and maintaining community partners.
  Who do we need to work with?
  - identifying partners
  - dynamics of communication
  - power relationships
  - coalition-building

- **Core competency 5:** Skill building and tools: advocacy and leadership.
  How can we make our community vision a reality?
  - developing and implementing an advocacy plan
  - learning to work in the system
  - public communication and presentation

- **Core competency 6**: Celebration and evaluation.
  How do we know it worked?
  - quality improvement
  - recognizing and honoring partners

ACCIÓN PARA LA SALUD/ ACTION FOR HEALTH

WORKSHOP I

Day One

Time	Activity
8:30AM-9:00AM	Welcome and Icebreaker: An opportunity to get to know one another.
9:00AM-10:15AM	Community History Wall- Part 1: An exercise that charts cultural and historical events that define our community and have an impact on future efforts.
10:15AM-10:30AM	Break: Using the time to view walls from all the communities
10:30AM-11:00 AM	Community History Wall- Part 2: Group discussion about common strengths and challenges in our communities.
11:00AM-11:30AM	Working in a Group: Using a role play to identify ways to work productively in a group
11:30AM-12:30PM	Why are we here? Reviewing the purpose of the workshops and how participants will be applying what they learn in their communities.
12:30PM-1:15PM	Meet and Greet Lunch
1:15PM-2:15PM	Six Mountains: An opportunity for participants to get to know each other and address personal issues related to leadership and community advocacy.
2:15PM-3:15PM	Unnatural Causes – Diabetes: A video and guided reflection about the social determinants of a specific disease.
3:15PM-3:30PM	Break
3:30PM-4:30PM	Unnatural Causes Reflection: Use the community wall to reflect on the impact of social determinants on participant communities.
4:30PM-4:45PM	Closing

ACCIÓN PARA LA SALUD/ ACTION FOR HEALTH

WORKSHOP I

Day Two

Time	Activity
8:30AM-9:45AM	Personal Values and Leadership: Participants identify their personal strengths that will aid them in group work.
9:45AM-10:00AM	Break
10:00AM-11:00	Leadership and Personal Growth: Participants identify ways to take care of themselves while doing community advocacy work.
11:00AM-11:15AM	Break
11:15AM-11:45 AM	Reflection: Participants are given an opportunity to provide feedback.
11:45AM-12:00 PM	Introduce Community Work: Participants are given an assignment to engage community members in between sessions.
12:00PM-12:15 PM	Evaluation: Participants provide written feedback

ICEBREAKER

<u>Introduction Activity</u>

"Circle of Friends Game"

This is a great greeting for a large group who will be attending a seminar for more than one day together and the chances of meeting everyone in the room is almost impossible.

Form two large circles (or simply form two lines side by side), one inside the other and have the people in the inside circle face the people in the outside circle. Ask the circles to take one step in the opposite directions, allowing them to meet each new person as the circle continues to move very slowly. If lines are formed, they simply keep the line moving very slowly, as they introduce themselves.

For additional ice breakers please visit:

http://www.training-games.com/pdf/40FreeIceBreakers.pdf

COMMUNITY HISTORY WALL

Competency

One: Identifying community values, culture and leadership styles.

Two: Identifying community needs and issues.

Purpose:

- Create a shared vision of the community by charting the past and envisioning the future.

Objectives:

- Develop a shared vision of the community.
- Compare and contrast the common experiences and unique aspects of each community.
- Identify gifts and challenges from the past that may affect the future.

Materials:

- **Handout #1**: Community History Wall
- Sticky fabric or cloth
- Index cards & tape
- **Activity #1**: Instructions

Time:

- 2 hours with a 15 minute break

Steps:

1. Review goals and objectives on Handout #1.
2. Show an example of a community wall.
3. Review Activity #1 Instructions.
4. Break participants into groups based on their community and have them complete their community wall activity.
5. Take a break to allow participants to view the walls.
6. Facilitate the discussion about strengths and challenges.
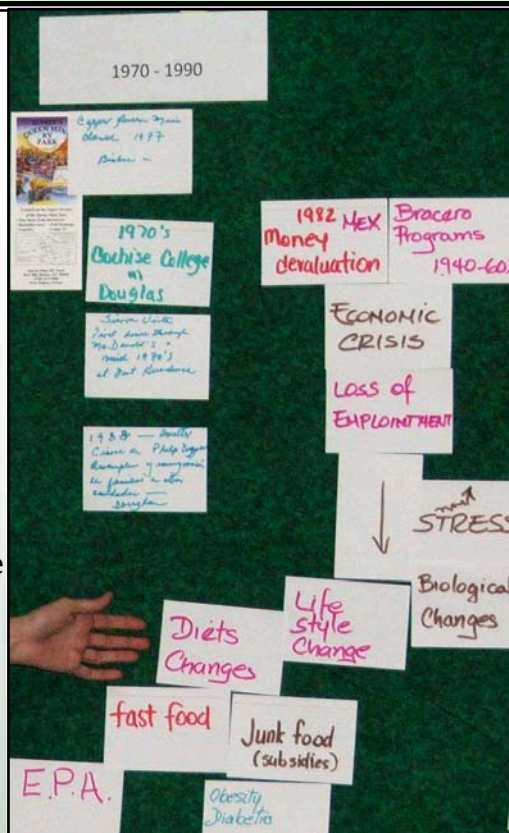
"I really loved all the interactive sessions…"

-Workshop participant

Handout #1: Community History Wall

Introduction

When you think about your community's past, what are the events you remember? Can you remember important things that happened 5 years ago? How about 10 years ago? Chances are the events that you remember helped shape you into the person you are today. If everyone in your entire community thought about the events and experiences of their past, the events would form a picture that shows the development of your community. When you think about creating a vision for the future, it's important to get a clear picture of the events and trends that have occurred in your community. You can do this by making a history wall.

Objectives:

- To develop a shared vision of our community
- To compare and contrast the common experience and unique aspects of each border community
- To identify the gifts and challenges from the past that may affect the future

We are going to look at the history and journey of your community by recalling key events, people and actions that have affected our community. Every community has a richer more powerful history than just one person can be aware of. We are going to take the next hour to quickly develop a shared picture of the history and development of our community

Activity #1: Community History Wall Instructions

1. The wall of fabric represents your community history broken into three time frames which run along the top of the fabric.
   a. Prior to 1970
   b. 1970 to 1990
   c. 1990 to 2010

2. Below the timeline are the two groups we are examining:

   a. Our community
   b. Society

3. Spend 3-5 minutes individually writing down (or drawing) events, people or actions that occurred in each time frame in the two categories, community and society. Think about political/economic events, as well as social and cultural aspects.

4. Take 10 minutes to share your ideas with the group. Have a couple of volunteers put them up on the wall. Eliminate duplicates as you go along.

5. Take 10 minutes to discuss your community story. What are the major turning points or chapters in your story? Is there anything missing? Decide how you would like to present your history wall to the broader group. You will have 10 minutes to present.

Break

Spend some time looking at the other two community history walls.

Discussion

1. What feelings did these stories raise for you about your community?
2. What are common elements between communities?
3. What are unique aspects of a community?
4. What are our strengths as a community
5. What challenges do we see in moving forward?

WORKING IN A GROUP

Competency:

One: Identifying community values, culture and leadership styles.

Three: Developing a shared vision.

Purpose:

Provide an opportunity to build skills in group facilitation and group dynamics.

Objectives:

- Identify different ways that people work in a group.
- Gain skills to facilitate group discussion.
- Describe strategies that encourage all members of a group to work productively.

Materials:

1. **Activity #2:** School policy role play

Time:

- 30 minutes

Steps:

1. Split the group into teams of 5 and hand out the roles for Round 1 and 2.
2. Allow 10 minutes to prepare.
3. Allow 15 minutes for group presentations.
4. Review discussion questions.

"Now I can talk and communicate better with others in meetings or groups."
-Workshop Participant

Activity #1: School Policy Role-Play

Setting: Office Meeting

Task: Pretend you are at a group meeting to decide whether or not the school should have a policy about what food can be served at the local school Halloween Party. Play your role in Round One and then try it again in Round Two with your new prompt.

Round One: Tense and Chaotic

Person 1:	Pushing own agenda of what should be served
Person 2:	Is negative and puts down all ideas
Person 3:	Constantly leans over to Person 4 and whispers
Person 4:	Never says a word to the group and looks overwhelmed, but leans to listen to Person 3 who is whispering to him/her
Person 5:	Pushes own agenda also and argues with Person 1

Round Two: Friendly and Orderly

Person 1:	Respectfully leads the group using an agenda, giving everyone a chance to talk
Person 2:	Listens and gestures for permission of Person 1 to offer his/her advice
Person 3:	Is quiet, but follows the discussion with interest (nodding, etc)
Person 4:	Is friendly and accepting of others' ideas, but offers information that might affect the group decision (i.e. cost)
Person 5:	Offers to take on some sort of responsibility for the Halloween Party

Discussion Questions:

How did you feel during the second round compared to the first?

How have most of your group meetings gone – more similar to the first or second round?

Is one of these situations ideal? realistic?

Do you have any thoughts about how you will encourage productive meetings in the future?

WHY ARE WE HERE?*

Competency:

Three: Developing a shared vision

Purpose:

- Demonstrate how *promotoras* can involve community members in addressing issues that affect the whole community.*

Objectives:

- To introduce the framework for the workshops and the community advocacy projects. *
- To demonstrate how we will accomplish our goals.

Materials:

- **Handout #1**: PowerPoint slides- Why are we here?
- Projector, Screen

Time:

- 1 hour

Steps:

1. Use presentation to describe the project and to facilitate more discussion about what community advocacy is.
2. Answer questions.

* The session will need to be modified based on how the curriculum is being delivered.

Handout #1: PowerPoint Slides- Why are we here?

WHY ARE WE HERE?

Promotora Leadership and Advocacy Workshop

Who are we?

• **Promotoras** are the link between people and the health care system. They also know what the needs of their communities are.

• **Action for Health** is a community based participatory research project funded by the Centers for Disease Control and Prevention and overseen by UA-MEZCOPH in collaboration with the CAB. It has two aims:

Action for Health Program Aims

• **Aim 1**: To show that promotoras can involve community members in addressing issues that affect the whole community, like whether or not there are parks and affordable stores in the neighborhood, or even whether there are enough jobs.

• **Aim 2**: To create a model of Promotora Community Advocacy that we can share with others.

How are we going to do it?

With you and through your agencies:

- Working with you to design and implement workshops to help you learn new skills and grow as community advocates where we can all learn together.
- With support of your fellow *Promotoras* through regular networking conference calls starting after the first few workshops

How are we going to do it?

With and through you and your Agencies:

- By applying what you learn and know in your own communities
- All of us here with you today will be on the journey to hear about your successes and learning opportunities and provide technical assistance as you need it.

More about your role in the project:

The next 3 months:

In addition to your usual community activities
- Go to new places
- Listen to new people
- Find out about new ideas
- Learn more about your community's needs
- Document your activities using the encounter form
- Think about what issues you want to help your community address

More about your role in the project

The 3 months after that:

- Begin thinking about what community issue(s) you will choose
- Seek out friends and colleagues who care about the same issue(s)
- Discuss your ideas with your supervisor and your peers
- Choose one or more issues
- Develop an advocacy plan
- Start advocating!
- Document your activities using the encounter form

We'll be talking more about these steps in the future.
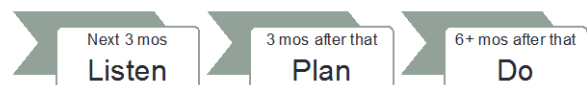
More about your role in the project

The 6+ months after that:

- Continue advocating for your community
- Update your advocacy plan(s)
- Document your activities using the encounter form
- Collect meeting minutes, newspaper articles, announcements, policy statements, etc. to share with us

We'll be talking more about these steps in the future

More about your role in the project:

Community Advocacy: The next year and more!

Next 3 mos	3 mos after that	6+ mos after that
Listen	Plan	Do

Would anyone like to share a community advocacy experience?

More about <u>our</u> role in the project

- Help you with questions
- Help you with your advocacy plans
- Help you research issues
- Be your allies
- Provide advocacy tools, strategies, and examples
- Hold more workshops
- Hold regular peer support and technical assistance calls
- Meet with you at least once a month
- Advocate for you in your organization
- Help you succeed in your efforts

In summary:

Where to go for ideas and help:
- To your community
- To your supervisor
- To the University staff and faculty
- To your peers

Next Steps:
- First conference call in about two months
  - What would you like to talk about during the technical assistance calls? Time/dates
  - Who will facilitate the peer support calls?
- Partner visit in around 3 months
- Next workshop in about six months
  - What topics are you interested in?

Questions?

SIX MOUNTAINS: RELATIONSHIP BUILDING

Competency:

**Five:** Skills building and tools: advocacy and leadership

Purpose:

- Begin to develop authentic relationships between participants based on mutual respect and equality.

Objectives:

- To get to know other participants better.
- To understand other participants' expectations, fears, and successes.

Materials:

- **Activity #1**: Six Mountains

Time:

- 1 hour

Steps:

1. Introduce yourselves to the new group members at your table.
2. Fill out Activity #1 "Six Mountains."
3. Come together as an entire group and present yourself to everyone, sharing one expectation and one fear that you wrote down on the handout.
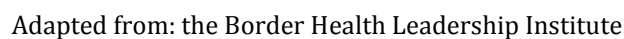
Activity #1: Six Mountains

My full name and hometown is:	*My first real job was:*
My concept of healthy communities is:	*At this training I expect to learn about:*
If I won the lottery I would:	*My biggest fear about being a leader/organizer is:*

UNNATURAL CAUSES

DOCUMENTARY:

BAD SUGAR

Competency:

Two: Identifying community needs and issues

Three: Developing a shared vision

Purpose:

- Discuss an example of the impact of social determinants on the health of a community.

Objectives:

- To understand the social inequities that influence health.
- To reflect on the impact of social determinants on the community.

Materials:

- Copy of documentary
- **Handout #1**: "Bad sugar" summary (optional)
- **Handout #2**: 10 Conventional Health Tips
- **Activity #1**: Health Equity Quiz
- Reflection Questions

Time:

- 2 hours with 15 minute break

Unnatural Causes, California Newsreel, 2008

Steps:

1. Show the documentary and provide 15 minute break
2. Review Handouts #1 & #2.
3. Have participants take the Health Equity Quiz and facilitate a group discussion of the answer.
4. After a break, use the reflection questions from the community wall exercise to facilitate group discussion about the impact of social determinants on the health of partner communities.

EPISODE FOUR, 29 MINS

The Pima and Tohono O'odham Indians of southern Arizona have arguably the highest diabetes rates in the world – half of all adults are afflicted. But a century ago, diabetes was virtually unknown here. Researchers have poked and prodded the Pima for decades in search of a biological – or more recently, genetic – explanation for their high rates of disease. Meanwhile, medical-only interventions have failed to stem the rising tide not just among Native Americans, but globally.

What happened to the health of the Pima? During the 20th century, the diversion of river water to upstream white settlements disrupted the Pima's agricultural economy and customary ways. Local tribes were plunged into poverty and became dependent on the U.S. government. Healthy traditional foods like tepary beans, cholla buds, and wild game were replaced by surplus commodities like white flour, lard, processed cheese and canned foods – a diabetic's nightmare. A sense of "futurelessness" took hold, and so did diabetes.

According to Dr. Don Warne, a trained physician and traditional Lakota healer who works with the Pima, health problems like diabetes begin long before people get to the clinic or the hospital. While obesity and diet are risk factors, so is poverty. People in the lowest income brackets are at least twice as likely to become diabetic as those in the highest. For the O'odham and other Native Americans, the stress of living in poverty is compounded by a history of cultural, economic and physical loss, which researchers believe magnifies its impact on health.

Attorney Rod Lewis has spent the last several decades fighting to restore his tribe's water rights. In 2004 he helped negotiate the largest water settlement in Arizona history, which not only guaranteed the return of water but provided crucial funds to build roads, dams and other infrastructure. Now the Pima are beginning to farm again. Leaders are cautiously optimistic that community empowerment, along with sustainable and culturally appropriate development can help restore prosperity, hope, and health.

Unnatural Causes, California Newsreel, 2008

Handout #2: Unnatural Causes: "Bad Sugar": Ten Conventional Health Tips

Conventional 10 Tips for Better Health

1. Don't smoke. If you can, stop. If you can't, cut down.

2. Stay on a balanced diet with plenty of fruits and vegetables.

3. Make sure you stay physically active and exercise at least 3 times a week.

4. Manage stress by, for example, talking things through and taking time to slow down, or planning relaxing get-aways.

5. If you drink alcohol, do so in moderation.

6. Cover up in the sun, and protect children from sunburn.

7. Make sure you practice safer sex.

8. Don't forget regular check ups with your family doctor and get screenings for cancer.

9. Be safe on the roads: Follow the highway code and wear your seatbelt.

10. Learn the first-aid ABC: airways, breathing, circulation.

What Your Doctor Didn't Tell You

1. Don't be poor. If you can, stop. If you can't, try not to be poor for long.

2. Live near good supermarkets and affordable fresh produce stores.

3. Live in a safe leafy neighborhood with parks and green space nearby.

4. Work in a rewarding and respected job with good compensation, benefits and control over your work.

5. If you work, don't lose your job or get laid off.

6. Take family vacations and all the benefits you are entitled to.

7. Make sure you have wealthy parents.

8. Don't live in damp, low-quality housing, next to a busy road or near a polluting factory.

9. Be sure to own a car if you have to rely on neglected public transportation.

10. Learn how to fill in the complex housing benefit application forms before you become homeless and destitute.

There is more to good health than lifestyle choices, genes and access to health care. Research shows that the social circumstances in which we are born, live and work—our jobs, schools, built space, transportation, even the quality of civic life—get under the skin, influencing our behaviors, access to resources, chronic stress levels and ultimately increasing or decreasing our chances for health.

Adapted from Dave Gordon, University of Bristol, and Dennis Raphael, York University

www.unnaturalcauses.org

Activity #1: Health Equity Quiz

1. How does U.S. life expectancy compare to other countries?

    A. #1

    B. in the top 5

    C. in the top 10

    D. 20th place

    E. 29th place

2. Where did the U.S. rank in life expectancy 50 years ago?

    A. #1

    B. in the top 5

    C. in the top 10

    D. 20th place

    E. 30th place

3. On average, how many more supermarkets are there in predominantly white neighborhoods compared to predominantly Black and Latino neighborhoods?

    A. about the same

    B. 1.5 times as many

    C. 2 times as many

    D. 4 times as many

    E. 6 times as many

4. The predominantly white neighborhoods in west Los Angeles contain approximately 31.8 acres of park space per 1,000 residents. How many acres of park space exist per 1,000 residents in the predominantly Black and Latino neighborhoods of south central Los Angeles?

    A. 28.7 acres

    B. 17.2 acres

    C. 14.6 acres

    D. 5.8 acres

    E. 1.7 acres

5. On average, which of the following is the best predictor of one's health?

       A. whether or not you smoke

       B. what you eat

       C. whether or not you are wealthy

       D. whether or not you have health insurance

       E. how often you exercise

6. Generally speaking, which group has the best overall health in the U.S.?

       A. Recent Latino immigrants

       B. Non-Hispanic whites

       C. Native-born Latinos

       D. Native-born Asian Americans

7. During the 20th century, U.S. life expectancy increased 30 years. Which of the following was the most important factor behind the increase?

       A. Social reforms (like wage and labor laws, housing codes, etc.) and increased prosperity

       B. New drugs (like penicillin)

       C. The development of the modern hospital system

       D. Migration from rural areas to cities

       E. More exercise and smoking cessation

8. The top 1% of American families owns more wealth than the bottom:

       A. 10% combined

       B. 30% combined

       C. 50% combined

       D. 76% combined

       E. 90% combined

COMMUNITY HISTORY WALL: REFLECTION

- *What does this video make you think about with respect to your work in the community?*
- *What issues or challenges that you've faced in your community came to your mind after watching Unnatural Causes?*
- *What help did you receive from your community and or organization?*
- *What help would you have liked to receive?*

Personal Values and Leadership

Competency:

One: Identifying community values, culture and leadership styles

Four: Identifying and maintaining community partners.

Five: Skills building and tools: advocacy and leadership.

Purpose:

- Build understanding of one's core values in working with groups and apply these values to group development

Objectives:

- Identify the stages of team development.
- Discuss productive group dynamics.
- Apply strategies and skills to build effective teams.

Time:

- 1 hour 15 minutes

"I have eight years experience as a *promotora* and this is the first workshop I have received about leadership and advocacy, thanks."

"-Workshop participant

Materials:

- **Worksheet #1:** Personal & community group values
- **Handout #1:** Personal & community group values
- **PowerPoint Presentation**
- **Handout #2:** 5 stages of team development
- **Activity #1:** 5 stages of team development
- **Handout #3:** Productive Groups

Steps:

1. Have participants fill out Worksheet #1. Facilitate discussion about personal values and how they influence group work (Handout #1).
2. Show the power point presentation with the corresponding handouts
3. Use Handout #2 to discuss 5 stages of team development.
4. In teams, have participants use Activity #1 to discuss examples in their community where they have seen the 5 stages. Have each team present to the large group.
5. Use Handout #3 to discuss the 6 characteristics of productive groups.
6. Show role play* and discuss.

*Facilitators present a role play in which some but not all characteristics are present.

Worksheet #1: Personal and Community Group Values

The University of Arizona

ARIZONA COOPERATIVE EXTENSION

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

MY PERSONAL & COMMUNITY GROUP VALUES WORKSHEET

Arizona Community Training

Please take 2-3 minutes to complete this worksheet. Write your own definition of a value, then list a few of your own personal values. Now write down a few values you think are important for community groups to hold.

VALUES DEFINITION

My personal definition of a value is:

_____
_____
_____

VALUES

Some of my personal values are:

_____
_____
_____

COMMUNITY GROUP VALUES

When I am working in a community group, the following community group values are important:

_____
_____
_____

Stuart, M., & Waits, J. (2002). Arizona Community Training: Grassroots Leadership. Tucson, AZ: University of Arizona Cooperative Extension.

PowerPoint Presentation: Grassroots Leadership

Slide 1

Grassroots Leadership:
Working Together as a Team

Arizona Community Training

Darcy Dixon, University of Arizona Cooperative Extension

Slide 4

**Essential Components
of a Team**

- Members
- Leadership
- Dynamics

Slide 2

Overview

- Teamwork is critical to community change
- Successful teams do not happen just because you want them to
  – Teams can be challenging due to diverse backgrounds, knowledge, experiences and opinions
- Understanding the stage of group development can help you

Slide 5

Five Stages of Team Development

#1

- Orientation = Forming
- Conflict = Storming
- Structure = Norming
- Work = Reforming
- Dissolution = Adjourning

Slide 3

Objectives

Participants will:
- Identify the stages of group development;
- Discuss productive group dynamics;
- Apply strategies and skills to build effective teams.

Slide 6

Activity #1

Groups

- By community, divide into groups of 5-6.
- Using Handout #2, please identify current situation(s) in your community where you have observed the **5 Stages Of Team Development**
- Record your group's information on a flipchart
- Report to the entire group

Slide 7

Six Characteristics of Productive Groups (Handout #3)

1. Communication
2. Goals
3. Atmosphere
4. Responsibility and Involvement
5. Internal Processes
6. Standards

Slide 8

Look and Listen

- Keep in mind the 6 characteristics of a productive group while you watch the following role play
- Let's record what we saw in relationship to the 6 characteristics
- Did they have a productive meeting?

Recorder

Slide 9

Possible Improvements

- What type of training might help people become better team members?

Recorder

Slide 10

Summary

- Productive teams take work:
  - They progress through 5 stages of team development
  - They utilize 6 characteristics of productive groups vs. non-productive groups
- A successful leader develops skills to recognize and maximize each group member's talents

Slide 11

Questions?

Thank you!

Handout #1: Personal Values and Community Values

PERSONAL VALUES AND COMMUNITY GROUP VALUES

Value Definition

Relative worth, utility, or importance;
To rate or scale in usefulness, importance, or general worth: evaluate;
To consider or rate highly;
To prize, hold in high esteem, appreciate;
Something intrinsically valuable or desirable.

Personal Values

Are abstract concepts of worth and what we think is good;
Guide the way we act and feel about certain things, situations, and people;
Are not in themselves either good or bad;
Can—and do—change;
Are expressed both verbally and non-verbally.

The Truth about Values

All of us are influenced by our values;
We are aware of some values;
We learned some values at such an early age that we do not recognize we are behaving in accordance with them;
We should be aware of other people's values and of our own;
This awareness is the first step toward understanding.

Values and Working Together

Maintain your own standard of values;
Understand your own values;
Recognize that other people's reasons are as legitimate as your own;
Be tolerant of others' beliefs.

Benefits of Community Group Values

We get closer to building a common ground;
It is easier to develop successful working relationships;
We build a solid base for accomplishing goals;
We generate support for community group goals;
We increase effectiveness in working with group members.

Leadership Training Series. (1990). Corvallis, OR: Oregon State University Cooperative Extension.

Handout #2: Five Stages of Team Development

FIVE STAGES OF TEAM DEVELOPMENT

The University of Arizona

ARIZONA COOPERATIVE EXTENSION
COLLEGE OF AGRICULTURE AND LIFE SCIENCES

Arizona Community Training

STAGE	MAJOR PROCESSES	CHARACTERISTICS
1. ORIENTATION (forming)	• Members become familiar with one another/the group • Dependency/inclusion issues • Acceptance of leader • Group consensus	• Tentative, polite communications • Concern over ambiguity, group goals, leader role, compliant members
2. CONFLICT (storming)	• Disagreement over procedures • Expression of dissatisfaction • Tension among members • Antagonism toward leader	• Criticism of ideas • Poor attendance • Hostility • Polarization/coalition formation
3. STRUCTURE (norming)	• Growth of cohesiveness and unity • Establishment of roles, standards, and relationships • Increased trust and communication	• Agreement on procedures • Reduction in role ambiguity • Increased "we-ness"
4. WORK (performing)	• Task orientation on goals • Emphasis on performance and production	• Decision making • Problem solving • Mutual cooperation
5. DISSOLUTION (adjourning)	• Completion of tasks • Termination of roles • Reduction of dependency	• Disintegration/withdrawal • Increased independence and emotionality • Regret

Forsyth, D.R. (1999). *Group Dynamics*. Belmont, CA: Wadsworth Publishing Company.

Activity #1: Five Stages of Team Development

The University of Arizona

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COLLEGE OF AGRICULTURE AND LIFE SCIENCES

Arizona Community Training

IDENTIFYING THE FIVE STAGES

Goal: To help participants observe their own process of team development in order to understand the wider process.

Time: 15 minutes

Method: Small group activity

Materials: Five Stages of Team Development, Handout #1

Introduction: All teams go through stages of development that help them grow together as a group to resolve differences, develop trust, and perform effectively. Understanding the stages of group development can help team members resolve problems and help groups focus on their broader goals. This exercise will introduce participants to stages of team development.

Process:

1. Divide participants into small groups. Give each participant a copy of Handout # 1, Five Stages of Team Development.

2. Have each group identify a current situation in their community where they have observed the five stages of team development. Give specific examples for each stage of team development.

3. Have each group present their example of the five stages of team development.

Waits, J., & Stuart, M. (2002). *Arizona Community Leadership: Grassroots Leadership*. Tucson, AZ: University of Arizona Cooperative Extension.

Handout #3: Productive Groups

The University of Arizona

ARIZONA COOPERATIVE EXTENSION

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

SIX CHARACTERISTICS OF PRODUCTIVE GROUPS

Arizona Community Training

Why are some groups more successful than others? Why are some groups able to work together more easily than others? Productive and non-productive groups have distinct characteristics as indicated in the following chart.

PRODUCTIVE GROUPS	LESS PRODUCTIVE GROUPS
I. Communication:	**I. Communication:**
1. Purposeful, relevant.	1. Superficial, irrelevant.
2. Understandable language, common meaning achieved.	2. Different or specialized language, common meaning not achieved.
3. Different ideas and points of view expressed freely and positively.	3. Differences kept hidden or expressed aggressively.
4. People listen and pay attention to one another.	4. People do not listen and all tend to talk at the same time.
II. Goals:	**II. Goals:**
1. Parallel or commonly-shared goals.	1. Individualistic, unshared goals.
2. Use of group for growth; growth purposes clarified and/or understood.	2. Use of group for ego satisfaction.
3. Both group and individual goals permitted and encouraged.	3. A single group goal defined and held to at all costs.
III. Atmosphere:	**III. Atmosphere:**
1. Friendly and accepting, but realistic.	1. Aggressive, hostile or over-friendly, demanding.
2. Supportive and encouraging of change.	2. Hostile to change.
3. Everyone's ideas and suggestions welcomed.	3. Some member ideas don't seem to count, so these people do not act as if they really belong to the group.

Handout #3: Productive Groups

The University of Arizona

ARIZONA COOPERATIVE EXTENSION

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

SIX CHARACTERISTICS OF PRODUCTIVE GROUPS

Arizona Community Training

PRODUCTIVE GROUPS	LESS PRODUCTIVE GROUPS
IV. Responsibility and Involvement: 1. Group allows and encourages individuals to take responsibility for own growth. 2. Individual personally identifies with the group. 3. Members are appointed to summarize discussion and see that everyone has had a chance to speak. 4. Members understand group decisions and are committed to them.	**IV. Responsibility and Involvement:** 1. Group discourages or denies individual's responsibility for growth. 2. Individual is not personally identified with the group; "it's just another group." 3. No one summarizes or checks to see if everyone who wants to speak has actually spoken. 4. Decision-making is muddy and people are not committed to the group's plans.
V. Internal Processes: 1. Group changes its method of operation freely and flexibly. 2. Group feels free to express its moods-excitement, enthusiasm, concern, tension, etc. 3. Group uses its agenda as a guide for discussion. 4. Members know and use problem-solving steps.	**V. Internal Processes:** 1. Group sets a standard ritual (e.g., "we must always be democratic" or "the leader tells us what do"). 2. Group does not allow any expression of mood other than polite friendliness. 3. Discussion jumps from one idea to another. 4. No order is followed for identifying and solving problems.
VI. Standards: 1. Everyone serves as resources to help the group and each other. 2. Differences in the group are useful. 3. Roles are defined, but may easily move from member to member. 4. Member are encouraged to try out his/her skills and ideas in the group.	**VI. Standards:** 1. Only leader or resource persons help others. 2. Differences must be kept "out of sight." 3. Clearly defined and fixed roles are assigned to particular members. 4. Member given no opportunity to share skills and ideas.

Walker, K., Phillips, M., Kahl, D., Fultz, P., Hoch, C., Tadd, R., et al. (2000). LEADS: Leadership Excellence and Dynamic Solutions. Manhattan, KS: Kansas State University Agricultural Experiment Station and Cooperative Extension.

Leadership and Personal Growth

Competency:

One: Identifying community values, culture and leadership styles

Purpose:

- Reinforce personal strengths and assets that can support participants in community advocacy work.

Objectives:

- Identify personal strengths that can be applied to community advocacy.
- Discover areas in which participants feel a strong sense of self efficacy
- Encourage participants to practice balance in their work and personal lives.

Time:

- One hour

> "It made me aware of my strengths and that I am qualified to help others."
>
> -Workshop participant

Materials:

- **PowerPoint Presentation:** Leadership & Personal Growth
- **Worksheet # 1:** 10 things I like about myself
- **Worksheet #2:** Four ingredients.
- **Handout #1:** Spheres of Influence
- **Worksheet #3:** Self efficacy checklist

Steps:

1. Show the power point presentation with the corresponding handouts.
2. Have participants fill out worksheets #1 and #2. Facilitate a discussion by asking how hard this exercise was and what they learned about themselves.
3. Use handout #1 to help participants identify the spheres of influence in their lives and what it means to attain life balance. Give an example of a person out of balance and how they achieved more balance.
4. Have participants fill out worksheet #3. In group discussion ask participants what they would like to do to achieve more life balance.

Power Point Presentation: Leadership and Personal

Slide 1

Personal Leadership

UNIT 1
Knowing Yourself

Slide 4

Elizabeth & Susan had a goal that seemed inconceivable at that time:

WOMEN'S SUFFRAGE

Slide 2

In 1866 Elizabeth Cady Stanton and Susan B. Anthony formed the American Equal Rights Association, an organization for women and men dedicated to the goal of universal suffrage.

Slide 5

Just two years later, the 14th Amendment was the first to define "citizens" and "voters" as "male".

Did these ladies accept this definition and give up?

Slide 3

Personal Leadership

Suffrage is the right to vote and the right to run for office.

Slide 6

NO. They knew themselves, and they knew what they wanted to accomplish.
They created a movement to promote and defend the rights of people they didn't know, and would never know.

Slide 7

The 19ᵗʰ Amendment, granting woman's suffrage, was ratified on August 26, 1920.

Slide 8

Those women were leaders in networking and partnering.

Slide 9

**Today thousands of people do this every day. It's called the world of non-profits and social services.
The world of companies who place a priority on social and environmental justice.**

Slide 10

It's people everywhere, <u>JUST LIKE EACH OF YOU</u>, reaching out to their communities to affect change.

Slide 11

Today, we're going to celebrate YOU!

BODY — • MIND • SOUL

MIND — • SOUL • BODY

SOUL — • BODY • MIND

Slide 12

HEALTHY SELF-ATTENTION

We'll be talking about two related, but different, parts of our personalities this morning.

SELF-ESTEEM AND SELF-EFFICACY

Slide 13

SELF ESTEEM

YOUR EVALUATION OR
SENSE OF *YOUR*
OWN WORTH

Slide 14

SELF-ESTEEM
relates to the
way we FEEL
about ourselves.

We can also say
it's the way we
define ourselves
to ourselves.

Slide 15

Handout #1

10 Things
I LIKE ABOUT MYSELF

Slide 16

Self Esteem

Four types of feelings help us feel
good about ourselves

Slide 17

1) FEELINGS OF ACCOMPLISHMENT
If you're doing things in your life
you feel good about, you feel
positive. Maybe you're a runner
and each month you run
further or longer than the
month before.

Slide 18

2) FEELING LOVED & LOVING OTHERS
Are you capable of loving someone?
Do you feel loved? How can our self-
definition of "LOVE" influence how
we feel about ourselves?

Slide 19

3) FEELINGS OF CONTROL
Who's in charge of your life? Do you have a sense of control over your life or do you feel as if you are being controlled by someone or something else?

Slide 20

4) FEELING THAT YOUR LIFE FITS TOGETHER: values, beliefs, & actions
Are you content and at ease knowing all the different parts of you are being honored?

Slide 21

Handout #2
LOOKING AT MYSELF:
THE FOUR INGREDIENTS

Slide 22

HEALTHY SELF-ESTEEM COMES FROM INSIDE US AND BENEFITS
YOU

a feeling of knowing ourselves better

gives us a taste of success

very powerful to foster our own healthier lifestyle

that sense of knowing ourselves and defining who we are in a positive way to ourselves.

Slide 23

SELF EFFICACY

YOUR EVALUATION OR JUDGEMENT OF YOUR PERSONAL CAPABILITIES

Slide 24

SPHERES OF INFLUENCE

Slide 25

Slide 26

Handout #4

SELF—EFFICACY CHECKLIST

Looking at our own

Spheres of Influence

Slide 27

How can we improve the way we look at ourselves in a positive way?

How can we get rid of negative feelings about ourselves?
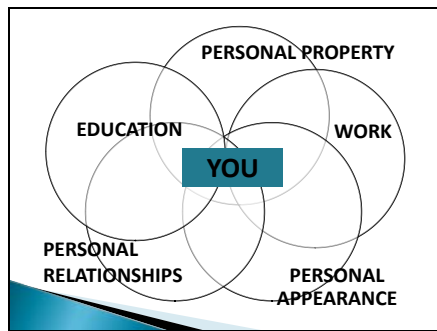
Slide 28

WHO ARE YOU?

PROMOTORAS are the most accessible source of health care information for themselves & their clients.

Slide 29

PROMOTORAS ARE:

Experts in family life & reaching out to the sometimes challenging-to-reach.

Leaders in reducing health disparities within their communities.

Passionate about increasing access to knowledgeable and caring health care personnel for everyone.

Slide 30

Be the leader you already are in your communities

Fostering healthy self-esteem and self-efficacy will encourage others to do the same.

You CAN encourage the community you live in to be healthy in many ways.

Slide 31

Start a neighborhood walk program. Get your friends & neighbors out walking with you and talk about ways to increase a healthy sense of who you are and how you fit so beautifully into this world!

Worksheet #1

Ten Things I Like About Myself

Instructions: In the following spaces write 10 things that you like about yourself

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Worksheet #2

Looking at Myself—The Four Ingredients

This exercise is designed so that you can measure your feelings in the four areas of feeling good about yourself. On each of the four ingredients, measure yourself on a scale from 1-10.

| I am disappointed in my accomplishments | **FEELINGS OF ACCOMPLISHMENT** | I feel great about my accomplishments |

1   2   3   4   5   6   7   8   9   10

| I do not feel loved and loving | **FEELING LOVED & LOVING OTHERS** | I feel very loved and loving |

1   2   3   4   5   6   7   8   9   10

| I do not feel in control of my life | **FEELINGS OF CONTROL** | I am in control of my own life |

1   2   3   4   5   6   7   8   9   10

| My beliefs, values and actions do not connect | **FEELING THAT YOUR LIFE CONNECTS** | My beliefs, values and actions connect |

1   2   3   4   5   6   7   8   9   10

The higher your score, the better you feel about yourself and the higher your self-esteem.

1. What did you learn from this exercise?

What did you discover that you need to work on?

Handout #1: Spheres of Influence

Personal
Property

Education

Work

ME

Personal
Relationship

Personal
Appearance
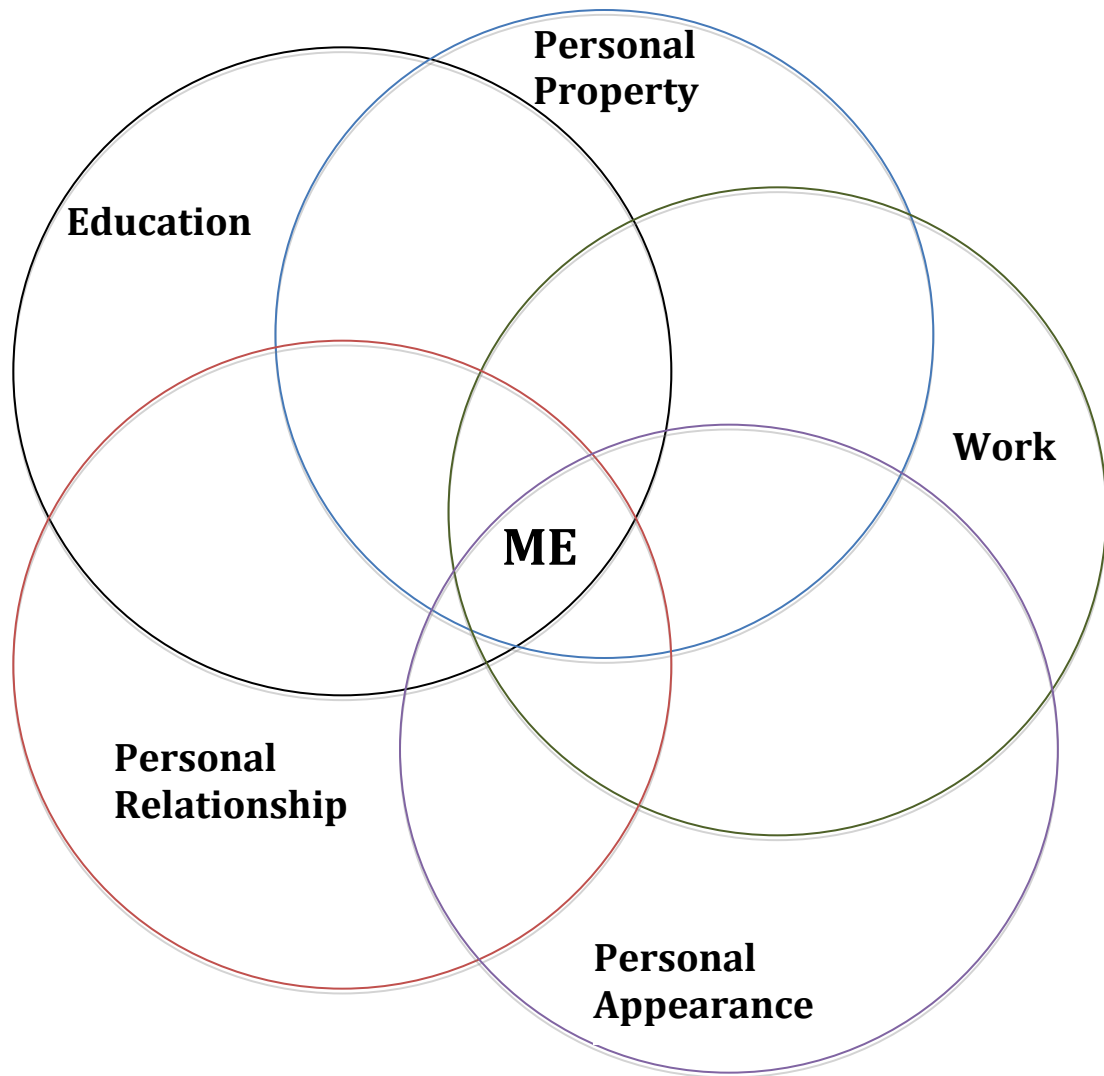
Worksheet #3: Self-Efficacy Checklist

Rate yourself on your personal sense of control in the following areas by placing a check mark in the appropriate box. Use the last column to describe why you feel a particular level of control for a particular sphere of influence

SPHERE OF INFLUENCE	POOR	FAIR	GOOD	EXCELLENT	EXPLANATION
Work					
Education					
Personal Appearance					
Personal Relationships					
Personal Property					

Dixon, D., & Merk, P. (2002). Arizona Community Training in Leadership. Tucson, AZ: UA Cooperative Extension.

Reflection

Competency:

Three: Developing a shared vision

Purpose:

- Build a common vision for the Acción project.

Objectives:

- Provide an opportunity for reflection on the benefits of the workshop and which activities were the most useful.
- Determine what might make the workshop more productive and what other information participants would like in the future.

Materials:

- Poster board
- Markers

Time:

- 30 minutes

Steps:

1. Ask participants what they liked best about the workshop and what they would like to see next time.
2. Ask participants what other information they feel would be useful in the future.
3. Record responses on poster board.

COMMUNITY CONVERSATIONS:
Identifying Important Issues

Competency:

Two: Identifying community needs and issues.

Purpose:

- To gain insight into the problem stream within individual communities through community engagement.

Objectives:

- Determine perceived community problems.
- Define community outside of those members who participate in your agency.
- Discover community resources and problems.

Materials:

- **Activity #1**: CHW Community Assignment

Time:

- 15 minutes

Steps:

1. Review **Handout #1:** CHW Community Assignment.
2. Ask each participating group to be prepared to present their work at the next training. Emphasize that they can present their work in creative ways.

Handout #1: Community Health Worker Community Assignment

Over the next 3 months…..

Talk with 20-30 members of your community. You can do this through one-on-one conversations, small group meetings, or in some other ways. Try to talk with friends, neighbors, and community members who are not part of your organization.

Ask the people you talk with the following questions:

- ➢ How long have you lived in our community?
- ➢ What brought you to our community – family, work, climate, health, other?
- ➢ What do you really love about our community?
- ➢ What would you like to see changed about our community?
- ➢ What makes you angry about our community?
- ➢ Can you give me the names of five community members who I can talk with?

Take notes of your conversations and bring them to the next workshop. Plan to share what you've learned at the workshop. You can do this in a variety of ways – including sharing stories, talking about common themes, pointing out the differences in what people presented, discussing the numbers (how many identified "x" or "y" as a problem, etc.), doing a skit or a role play, etc.

Respectfully,

Your workshop facilitators

PROMOTORA ADVOCACY/LEADERSHIP WORKSHOP EVALUATION

1. **Please circle or mark your ratings for the following activities**
   Day One:
   a. Community History Wall

   Disappointing   Satisfactory   Good   Excellent

   b. Team building exercise

   Disappointing   Satisfactory   Good   Excellent

   c. Program description

   Disappointing   Satisfactory   Good   Excellent

   d. Six Mountains

   Disappointing   Satisfactory   Good   Excellent

   e. Unnatural Causes

   Disappointing   Satisfactory   Good   Excellent

   f. Community History Wall Revisited

   Disappointing   Satisfactory   Good   Excellent

   Day Two:
   g. Personal Growth and Leadership

   Disappointing   Satisfactory   Good   Excellent

   h. Participant Feedback

   Disappointing   Satisfactory   Good   Excellent

2. **Please circle or mark your ratings for the following aspects of the workshop:**
   a. Information provided ahead of time

   Disappointing   Satisfactory   Good   Excellent

   b. Meeting space

   Disappointing   Satisfactory   Good   Excellent

   c. Food and refreshments

   Disappointing   Satisfactory   Good   Excellent

    f.   Audiovisual aids

Disappointing   Satisfactory   Good   Excellent

    g.   Handouts

Disappointing   Satisfactory   Good   Excellent

3. If you used it, please rate the simultaneous translation

Disappointing   Satisfactory   Good   Excellent

4. What were the main messages that you took away from the workshop?

5. What did you like most about the workshop?

6. What recommendations do you have to improve the workshop?

7. How were your feelings about advocacy and leadership influenced by the workshop?

8. **Do you think what you've learned in this workshop will be useful in your work? In what ways?**

9. **How would you rate your overall experience at the workshop?**

Did not meet my expectations　　　　Somewhat met my expectations　　　　Met my expectations　　　　Exceeded my expectations

Briefly state why you rated it this way:

10. **Please share a brief story about something that happened at the workshop that surprised you.**

11. **Please share any other feedback you might have**

Thank you for your time and your feedback!

ACCIÓN PARA LA SALUD/ ACTION FOR HEALTH
WORKSHOP II

Time	Activity
8:00AM-9:30AM	Community Conversations: Participants present results of their conversations with community members to the rest of the group.
9:30AM-9:50AM	Root Causes Tree: Interactive activity to examine the root causes of health disparities.
9:50AM-10:00AM	Break
10:00AM-11:00AM	Root Causes Tree Group Work: *Promotoras* work together examining root causes of a community problem using the tree model.
10:00AM-11:00AM	Multiple Intelligences: Supervisors only take this guided test to understand how they learn best and how to better assist their *promotoras* in their advocacy work.
11:00AM-11:30AM	Team-Building Exercise: Participants work together to build a tower.
11:30 AM-12:15PM	Video: Unnatural Causes- Becoming American
12:15PM-1:00PM	Lunch
1:00PM-2:30PM	Identifying your Partners: Provide participants with tools to identify the people in their community who make decisions or influence decisions makers.
2:30PM-3:30PM	Building on your Partners' Strengths: A role play to give participants skills in managing group dynamics
3:30PM-3:40PM	Where is the Power? / Community Work: Assignment for participants to identify decision makers in their community.
3:40PM - 4:00 PM	Reflection
	Written Evaluation
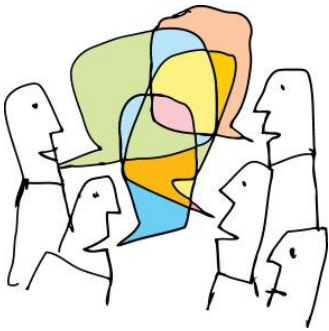
Community Conversations

Core Competency:

Two: Engaging the community in identifying needs and prioritizing issues.

Purpose:

- Provide an opportunity for promotores to share their experiences of engaging community members.

Objectives:

- Identify and share ways to engage community members in discussing issues in their community.
- Compare and contrast priorities among different communities.
- Practice presentation skills in front of a large group.

Materials:

- Tape or Tacks
- Easel

Time:

- 1 hour and 20 minutes

Steps:

1. Invite participants to present the results of their community activity to the other participants.
2. Each agency presents problems, issues, resources and assets discovered through community conversations.
3. Discuss the different strategies participants used to engage their community in the conversation. Facilitate a discussion about differences and similarities in issues across communities.

Community Conversations in *Acción Para La Salud*

Participants gathered information in door-to-door conversations, at public events, and in encounters at their place of work (i.e. in the clinic waiting room). Participants shared their findings on PowerPoints and triptychs. The table below is one example of a presentation.

Community Characteristics	Community Assets	Community Problems/Issues
• Large retirement community	• Small town atmosphere (People know each other)	• Too much gossip
• The population is very transitory due to proximity to border	• Few gangs	• Immigration: long lines at border crossings, SB1070 -- population reduction due to undocumented immigrants leaving community
• Culture resistant to change:	• Good, small schools. There are high standards	• Lack of access to services: transportation issues, lack of specialists (maternal services), no hospital
	• Good place to raise kids	• Lack of affordable housing
	• There is affordable housing	• Drugs
	• The weather and scenery is pleasant	• Stray dogs in the Park
	• People are Active (advocates for change	• Lack of opportunities for adults and youth: work, educational and recreational

Root Causes Tree Exercise

Core Competency:

Two: Identifying community needs and issues.

Purpose:

Build the capacity to analyze root causes of health disparities.

Objectives:

- Provide a creative and stimulating way to conceptualize social determinants of health using a tree as a model of society.
- Gain a greater understanding of how all systems within society are interrelated and connected.
- Analyze issues that are affecting the community through using this framework.

Time:

- 90 minutes with a short break.

Materials:

- Large Tree poster for each group
- **Handout#1:** The root causes tree exercise
- Sticky post-it notes
- Markers
- Tape or Tacks

Steps:

1. Point out the main parts of a tree and identify the roots, trunk and foliage. Using the diagram in Handout #1, point out how a tree can be compared to society and the function of each part of the tree.
2. Take a short break to set up the promotora activity and the supervisor activity.
3. Ask participants to consider the *Unnatural Causes* video they saw in the last training. Facilitate the group discussion based on the questions in Handout#1.
4. Have the promotora participants from each organization develop their own tree based on a problem in their community and its root causes.

Handout #1: The Root Causes Tree Exercise

- Using the drawing we can identify the roots, trunk, and foliage of a tree.
- A tree is a living system which requires close interaction between all of its parts to ensure its survival.
- Neither a trunk, nor a root of a leaf alone forms a tree.

Education
Religion
Culture

Breathe
Reproduce
Cover

Laws
Political Parties
Army

Form
Sustain
Strength

Earth
Agriculture
Factories
Business

Get food
Stand up
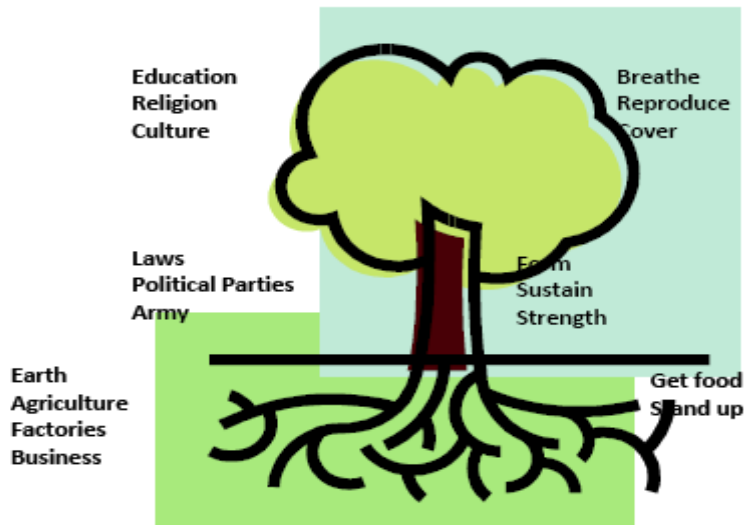
- We can use the tree as a model to focus ourselves on the roots of problems that exist in our society, as well as how we can change and transform our society so that everyone has the opportunity for good health.
- Let's consider the factors involved with the experience of the Tohono O'odham that we saw in the video during the last training.

Discussion Questions:

1. What are the issues that were brought up in the video? Why do the two tribes have the highest rates of Type II diabetes in the world?
1. In the case of the Tohono O'odham and their experience with diabetes, what are in the roots of this tree? If the roots serve a tree to extract resources from the earth, what resources were available to the Tohono O'odham in order for them to live and thrive?
   - If a trunk provides the power, the structure and the organization for the distribution and use of these resources, what institutions belong in the trunk of this issue?
   - If the branches and leaves represent the social structure that results from and interacts with the roots and the trunk, what are the factors related to diabetes that belong in this tree?
2. What needs to be addressed in order change profile of diabetes risk in this tree?
3. What resources or assets do the Tohono O'odham have to achieve this?

REFLECTION: Our society, like any other, is a structured system, or an interrelated whole, that is constantly producing, sustaining and reproducing, which can be understood and transformed.

NEXT STEPS: We will use this process to think about the problems that members of your community identified.
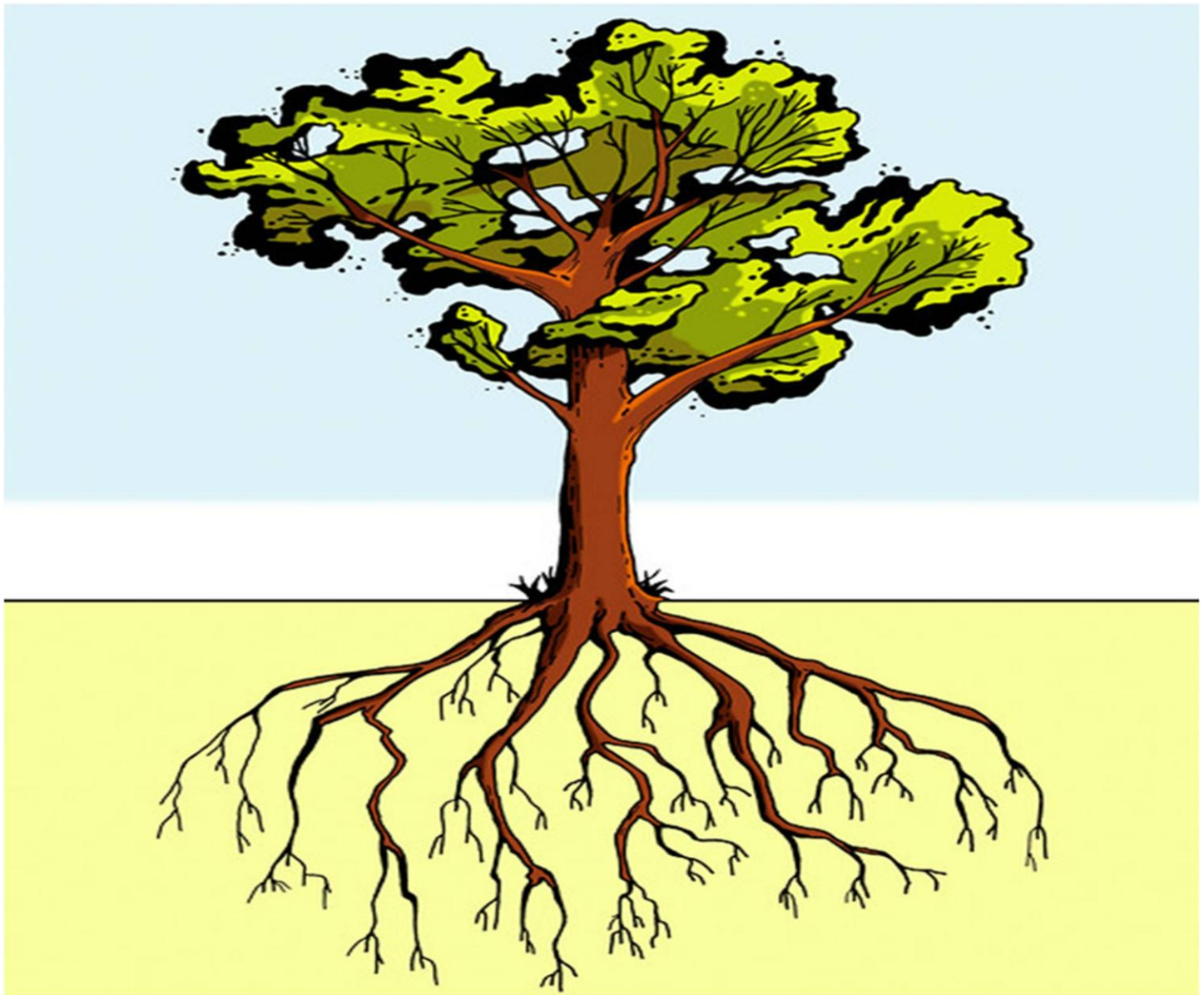
Root Causes Tree

- Choose an issue in your community to analyze.
- Using the sticky notes provided, identify "roots," "trunk," and "foliage" on the large poster of a tree. Use your diagram to remind you that the roots are the economic drivers of the community, like industry and agriculture, the trunk are the institutions that build our society like our laws and our political system, and the leaves are the outgrowth or expression of our society, like education, our religion and our culture.
- Present your tree to the larger group, identifying where you think the community could intervene in this issue.

An analysis of immigration above. Below, promotores analyze transportation infrastructure.
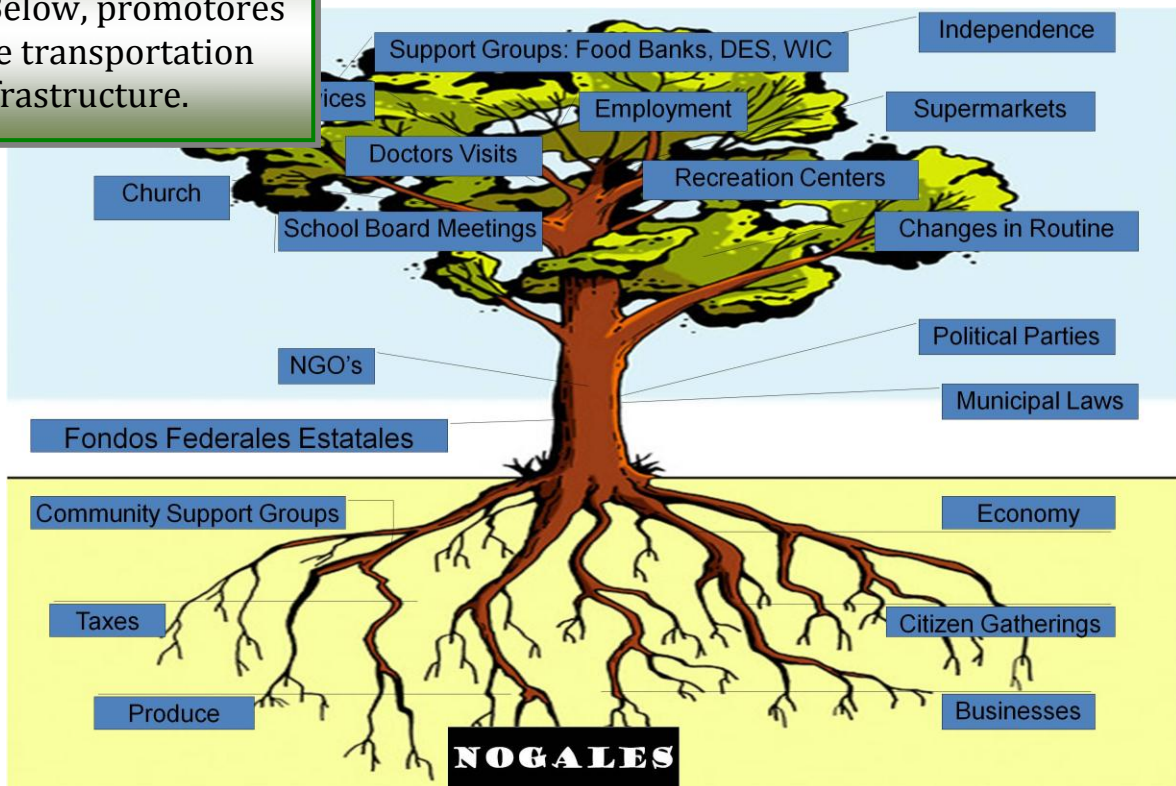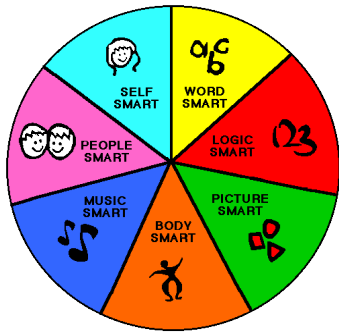
Multiple Intelligences

Core Competency:

One: Identifying community values, culture and leadership styles.

Purpose:

- Introduce supervisor to the concept of multiple intelligences as a well to build on employees strengths and recognize their own strengths.

Objectives:

- Utilize this activity as a tool for supervisors to determine employees' natural strengths.
- Give the supervisors some ideas to support the promotoras in the workplace by knowing and building on their natural strengths.

Materials:

- **Handout #1:** Multiple Intelligences Test
- **Handout #2:** Multiple Intelligences Defined.

Time:

- 1 hour

Steps:

1. This activity should take place while the *promotoras* are working on the root causes exercise.
2. Give supervisors 20 minutes to complete test and score results.
3. Facilitate a discussion with supervisors by asking:
   a. What were your natural strengths and weaknesses?
   b. Were you surprised by these results?
   c. How can you use this tool to support the work of your staff?

Hand out #1: Multiple Intelligences Test- based on Howard Gardner's MI Model

Score the statements: **1** = Mostly Disagree, **2** = Slightly Disagree, **3** = Slightly Agree, **4** = Mostly Agree

Check-off the statements in the blank boxes only	Score	
I like to learn more about myself		1
I can play a musical instrument		2
I find it easiest to solve problems when I am doing something physical		3
I often have a song or piece of music in my head		4
I find budgeting and managing my money easy		5
I find it easy to make up stories		6
I have always been physically well-coordinated		7
When talking to someone, I listen to the words they use not just what they mean		8
I enjoy crossword searches and word puzzles		9
I don't like ambiguity, I like things to be clear		10
I enjoy logic puzzles such as 'Sudoku'		11
I like to meditate		12
Music is very important to me		13
I can be a convincing liar if I want to be		14
I play a sport or dance		15
I am interested in personality and IQ testing		16
People behaving irrationally annoy me		17
I listen to music depending on my emotions		18
I am social and like being with other people		19
I like to be systematic and thorough		20
I find graphs and charts easy to understand		21
I can throw things well - darts, frisbees, etc.		22
I find it easy to remember quotes or phrases		23
I can recognize places that I have been before		24
I enjoy a wide variety of musical styles		25
When I am concentrating I tend to doodle		26
I could manipulate people if I choose to		27
I can predict my feelings and behaviors		28
I find mental arithmetic easy		29
I can identify most sounds without knowing what causes them		30
One of my favorite subjects is/was literature		31
I like to think through problems carefully, considering all the consequences		32
I enjoy debates and discussions		33
I love adrenaline sports and scary rides		34

Statement								#
I enjoy individual sports best								35
I care about how those around me feel								36
My home is full of pictures and photographs								37
I enjoy and am good at making things								38
I like having music on in the background								39
I find it easy to remember telephone numbers								40
I set goals for myself and plans for the future								41
I am a very tactile person								42
I can tell whether someone likes me or not								43
I can easily imagine how an object would look from another perspective								44
I never use instructions for flat-pack furniture								45
I find it easy to talk to new people								46
To learn something new I need to try it								47
I often see clear images when I close my eyes								48
I don't use my fingers when I count								49
I often talk to myself--out loud or in my head								50
At school I love/loved music lessons								51
I can pick up the basics of another language								52
I find ball games easy and enjoyable								53
My favorite subject at school is/was math								54
I always know how I am feeling								55
I understand my strengths and weaknesses								56
I keep a diary								57
I am aware of other people's body language								58
My favorite subject at school is/was art								59
I find pleasure in reading								60
I can read a map easily								61
It upsets me to see someone cry unable to help								62
I am good at solving disputes between others								63
I have always dreamed of being a musician								64
I prefer team sports								65
Singing makes me feel happy								66
I never get lost when I am alone in a new place								67
When I learn, I like to see drawings and diagrams of how it works								68
I am happy spending time alone								69
My friends always come to me for emotional support and advice								70

Intelligence Type	Your Totals						
Linguistic							
Logical-Mathematical							
Musical							
Bodily-Kinesthetic							
Spatial-Visual							
Interpersonal							
Intrapersonal							

My Strengths

Add the scores in each column and write the total for each in the boxes on the left. Your highest scores indicate your natural strengths and potential: your natural intelligences. There are no right or wrong answers. Please write your strongest intelligences here:

_____

_____

Hand out #2: Multiple Intelligences Defined

Spatial
This area deals with spatial judgment and the ability to visualize with the mind's eye. Careers which suit those with this type of intelligence include artists, designers and architects. A spatial person is also good with puzzles.

Linguistic
This area has to do with words, spoken or written. People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, and discussion and debate. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall, and an ability to understand and manipulate syntax and structure.

Logical-mathematical
This area has to do with logic, abstractions, reasoning, and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities, a more accurate definition places less emphasis on traditional mathematical ability and more on reasoning capabilities, abstract patterns of recognition, scientific thinking and investigation, and the ability to perform complex calculations. It correlates strongly with traditional concepts of "intelligence" or IQ.

Bodily-kinesthetic
The core elements of the bodily-kinesthetic intelligence are control of one's bodily motions and the capacity to handle objects skillfully. Gardner elaborates to say that this intelligence also includes a sense of timing, a clear sense of the goal of a physical action, along with the ability to train responses so they become like reflexes.
In theory, people who have bodily-kinesthetic intelligence should learn better by involving muscular movement (e.g. getting up and moving around into the learning experience), and are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than [by] reading or hearing about it. Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory - they remember things through their body such as verbal memory

Musical
This area has to do with sensitivity to sounds, rhythms, tones, and music. People with a high musical intelligence normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture. Language skills are typically highly developed in those whose base intelligence is musical. In addition, they will sometimes use songs or rhythms to learn. They have sensitivity to rhythm, pitch, meter, tone, melody or timbre.

Interpersonal
This area has to do with interaction with others. In theory, people who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They

Intrapersonal
This area has to do with introspective and self-reflective capacities. People with intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations. This refers to having a deep understanding of the self; what are your strengths/ weaknesses, what makes you unique, you can predict your own reactions/ emotions.

Source: Wikipedia: Theory of Multiple Intelligences
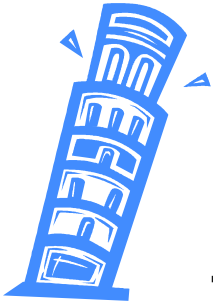
Team-Building Energizer- Building the Tallest Tower

Core Competency:

Four: Identifying and maintaining community partners.

Purpose:

- To learn how to effectively work in teams.

Objectives:

- Complete a group task under pressure.
- Learn the effectiveness of working as a team.
- Experience how natural leadership and group roles are formed.

Materials:

- 4 bags of different building materials: Straws and rubber bands, paper plates, paper, ribbon, rubber bands
- Balloons

Time:

- 30 minutes

Steps:

1. Break the group into four teams. The team objective is to build the tallest tower with the materials provided.
2. Give each team a bag of materials and tell participants that they have 15 minutes to build their towers.
3. When time is up, decide together which is the winning team.
4. Facilitate a discussion in which each team discusses their strategy and the natural leadership roles that formed. Ask if anyone dominated the decision making or if it was more collaborative.

"Me sorprendió la dinámica de la torre más alta!! Me enseño que lo importante a veces no es lo alto que pueda estar una torre; que una de las cosas más importantes viene desde una buena base para que pueda sostener todo."

The activity about the tallest tower surprised me!! I learned that the most important thing isn't always the height of a tower; but that one of the most important things comes from a strong base that can sustain everything."

-A workshop participant

Unnatural Causes – "Becoming American"

Core Competency:

Two: Identifying community needs and issues.

Purpose:

- Continue to build on the ability of participants to critically reflect on the social determinants of health and the relationship of culture, tradition, and social exclusion.

Objectives:

- Reflect upon the immigrant experience in the U.S. as a means to understanding health.
- Discuss the importance of protective factors including cultural values and family union on overall health.
- Discuss how economic factors such as low wages and hard working conditions can erode protective factors and the impact that this has on overall health.

Materials:

- Copy of documentary
- Projector
- Handout #1: Documentary Summary
- Handout #2: Discussion Questions

Time:

- One hour

Steps:

1. Begin the activity by asking the participants: Do you think immigrants recently arriving to the US are healthier than average Americans? Why or why not?
2. Introduce the documentary and watch it together.
3. Break into groups; provide one discussion question for each group.
4. Come back together to review responses to the questions.

Handout #1: Documentary Summary

Recent Mexican immigrants, although poorer, tend to be healthier than the average American. They have lower rates of death, heart disease, cancer, and other illnesses, despite being less educated, earning less and having the stress of adapting to a new country and a new language. In research circles, this is the Latino paradox.

But as they are here longer, their health advantage erodes. After five years or more in the U.S., they are 1.5 times more likely to have high blood pressure – and be obese – than when they arrived. Within one generation, their health is as poor as other Americans of similar income status.

In Kennett Square, Pennsylvania, about 40 miles south of Philadelphia, Mexican immigrants like Amador Bernal now make up a quarter of the town's population. After almost 25 years in the U.S., Amador has never been to a doctor. And he's not alone.

Some researchers believe that most immigrants come to the U.S. with a health advantage, even if their native country is poor. That's because people who are able to move to another country must be in good physical and mental health to begin with.

Many researchers believe another factor is also at work. "Immigrants bring to this country aspects of culture, of tradition, of tight family social networks and community social networks that essentially form a shield around them and allow them to withstand the deleterious, negative impacts of American culture," says Alameda County (CA) Public Health Director Tony Iton, MD.

But that shield has an expiration date. As Dr. William Vega's research with Mexican immigrants in California shows: "The levels of all major mental disorders increased when we looked at people who had been in the country over 13 years. So you see these protective factors begin to wear down."

One reason is that low wages, working conditions and increased social exclusion tend to break down those protective shields. Isolation is on the rise in the U.S., not just among immigrants. One in four of us say they have no one they can talk to about their problems. And isolation kills.

For Amador Bernal and his family, support from extended family and friends has been central to their ability to stay mentally and physically healthy. But more importantly, their health is protected by the union at the mushroom farm where Amador works; by the social service agency that runs a free clinic on the farm premises for workers; and by the community center that keeps the children safe after school and provides them with friends, after-school tutoring, computer access and a path to a better future. Kennett Square is investing in resources that can help all its citizens feel included and connected.

Source: California Newsreel 2008 Available at: http://www.unnaturalcauses.org

Handout #2: *"Natural Causes"* **Group Discussion Questions**

Discussion Question 1:

The film notes that workers at the mushroom farm get no paid sick days and that the U.S is alone among wealthy nations in not legislating paid sick leave. In your view, what are the consequences for working families in America of not having paid sick days? How would families benefit if these were guaranteed by law for everyone?

Discussion Question 2:

In describing neglected neighborhoods, Dr. Iton says that if your "environment is giving your cues that you're not valuable, that you have little prospects for a good future, that starts to build up and you internalize that devaluation." What specific things about a neighborhood can make one feel valued or devalued? How might resources be allocated so that people from every neighborhood in your city or town can feel valued?

Discussion Question 3:

The film reports that social isolation is on the rise in the United States. What are the causes of social isolation? What efforts or opportunities exist in your community to decrease social isolation and provide members with a sense of belonging and connection? What might be done to strengthen, sustain, or expand those efforts?

Identifying Your Partners

Core Competency:

Four: Identifying and maintaining community partners.

Five: Skills building and tools: advocacy and leadership.

Purpose:

- Give participants an orientation on the role of the citizen in public decision making and the political process.

Objectives:

- Consider the role of citizens in engaging in the political process.
- Learn the importance of and difference between decision makers, pressure makers and fence sitters.
- Provide a tool for participants to identify key players in influencing an issue.

Materials:

- **PowerPoint Presentation**: Who has the Power?
- **Handout #1:** Who Has the Power to Make It Happen?
- **Worksheet #1:** Dividing your audience
- **Worksheet #2:** Evaluating your audience
- **Worksheet #3**: Matching pressure makers with decision makers

Time:

- 90 minutes

Steps:

1. Give the PowerPoint presentation
2. Review Handout #1 and answer questions.
3. In small groups, have participants answer the questions on worksheets #1, 2 & 3.
4. In a large group discussion, discuss responses and be sure that all objectives are met

PowerPoint Presentation: Who Has the Power?

Slide 1

WHO HAS THE POWER TO MAKE
CHANGE HAPPEN?

¿QUIÉN TIENE EL PODER DE QUE SE
HAGA EL CAMBIO?

WE DO!
¡Nosotros lo tenemos!

THE UNIVERSITY
OF ARIZONA.
Mel and Enid Zuckerman
College of Public Health

Jill de Zapien and Gail Emrick
July 29, 2010

Slide 2

Introduction
Introducción

□ The status of the common citizen needs to change from beggar at the gate to a bargainer who sits at the table with the government.

□ El estatus del ciudadano común necesita cambiar de un pordiosero en la entrada de la puerta a un negociador que se siente en la mesa junto con el gobierno.

□ It is a journey from protest to politics.

□ Es una jornada desde la protesta hasta las políticas.

Slide 3

Introduction
Introducción

□ Advocacy efforts mix actions that pressure, persuade, educate, and mobilize people and institutions that can make change happen.

□ Los esfuerzos de abogacía mezclan acciones que pongan presión, convenzan, eduquen y movilicen a la gente e instituciones que puedan hacer un cambio.

Slide 4

How do we make change happen?
¿Cómo se hacen los cambios?

- *Decision makers:* Those that have the power of authority – formal and/or informal – to make or to block change.

- *Los que toman las decisiones:* Los que tienen el poder de autoridad – formal y/o informal – para hacer o restringir el cambio.

Slide 5

How do we make change happen?
¿Cómo se hacen los cambios?

- *Pressure makers:* Those that have the power to influence or pressure decision makers or other pressure makers and to raise public opinion of an issue.
- *Los que presionan:* Los que tienen el poder de influenciar o presionar a los que toman las decisiones o a otros que presionan, también influyen la opinión pública de algún asunto.

Slide 6

Assessment of the Problem
Evaluación de la problema

- What is at stake?
- ¿Qué está en cuestión?

- How are changes made?
- ¿Cómo se hacen los cambios?

- Who are the key players?
- ¿Quienes son los jugadores principales?

Slide 7

What is at Stake?
¿Qué está en cuestión?

- Who is harmed by the status quo?
- ¿Quién está en peligro del estado de las cosas?

- Who wants to maintain the status quo? Who benefits?
- ¿Quién quiere mantener el estado de las cosas? ¿Quien se beneficia?

- Who will benefit from change?
- ¿Quién se beneficia del cambio?

- Who will be threatened by change and become a potential antagonist?
- ¿Quién es amenazado por el cambio y pudiera convertirse en un posible antagonista?

Slide 8

How Are Changes Made?
¿Cómo se hacen los cambios?

- **Decision makers.**
  - Who has the power and authority to make or block change?
  - Who decides whether a problem is addressed or ignored?
  - What are their duties? For what can they be held accountable?
  - What are their limitations?
- **Los que toman las decisiones.**
  - ¿Quién tiene el poder o la autoridad para hacer o restringir un cambio?
  - ¿Quién decide si un problema es tratado o ignorado?
  - ¿Cuáles son sus cargos de trabajo? ¿Por qué cosa se les puede hacer responsable?
  - ¿Cuáles son sus limitaciones?

Slide 9

How Are Changes Made?
¿Cómo se hacen los cambios?

- **Pressure makers.**
  - Who has influence with or connection to these decision makers?
    - Think about those in community based organizations and the government.
    - Think about all levels (local, state, national, regional, international).
  - Who influences public opinion on an issue?
  - Why are they influential? What are their sources of power?
- **Los que presionan.**
  - ¿Quién tiene influencia o conexión con estos que toman las decisiones?
    - Hay que pensar en aquellos que estan en organizaciones basadas en la comunidad y el gobierno.
    - Hay que pensar en todos los niveles (local, estatal, nacional, regional, internacional).
  - ¿Quién influye la opinión pública de algún asunto?
  - ¿Por qué influyen? ¿Cuáles son sus recursos para el poder?

Slide 10

Who are the key players?
¿Quienes son los jugadores principales?

- Collaborators
- Colaboradores

- Decision Makers
- Los que toman decisiones

- Pressure Makers
- Los que presionan

_____

_____

_____

_____

_____

_____

_____

Handout #1: Who Has the Power the Make It Happen?

The status of the common citizen needs to change from a beggar at the gate to a bargainer who sits at the table with the government. It is a journey from protest to politics. To bargain and apply pressure successfully, it is essential to understand government procedures.

Advocacy efforts mix actions that pressure, persuade, educate, and mobilize people and institutions that can make change happen.

- Decision makers. Those that have the power of authority – formal and/or informal – to make or to block change.

- Pressure makers. Those that have the power to influence or pressure decision makers or other pressure makers and to raise public opinion or an issue.

To choose which decision makers and pressure makers to focus on, you will need to carefully analyze the power dynamics involved, the processes – formal and informal – through which change happens, and who has a stake or interest in how the problem is resolved.

What is at stake?

The push for social change is often met by resistance, especially by those who are threatened by the change or do not want to share the power to make decisions that affect people's lives. Think about:

- Who is harmed by the status quo?

- Who wants to maintain the status quo? Who benefits?

- Who will benefit from change?

- Who will be threatened by change and become a potential antagonist?

Assessment of the Problem

- What is at stake?

- How are changes made?

- Who are the key players?

Source: Adapted from Advocacy for Social Justice/Strategy Development pp. 64-73

How Are Changes Made?

To identify decision makers and pressure makers, think about both the formal and informal ways in which changes are made or blocked. Think about:

- Decision makers.

    o Who has the power and authority to make or block change? Who decides whether a problem is addressed or ignored?

    o What are their duties? For what can they be held accountable?

    o What are their limitations?

- Pressure makers.

    o Who has influence with or connection to these decision makers?

        ▪ Think about those in community based organizations and the government.

        ▪ Think about all levels (local, state, national, regional, and international).

    o Who influences public opinion on an issue?

    o Why are they influential? What are their sources of power?

- Formal and informal structures.

    o What are the decision-making bodies? Think about branches of government, ministries or departments, agencies, committees, councils, boards of directors, stockholders, and so on.

    o How are they organized? What is the relationship among different bodies? Between different levels?

- Decision making processes.

    o How does an issue become part of the problem-solving agenda?

    o How is a solution considered, chosen, and implemented? What is the process? How much time can each stage take?

Who Are the Key Players?

- Start by listing those you identified in "Assessing the Problem," "What is at stake?" and "How are changes made?" Divide your list into decision makers (informal and formal) and pressure makers.

- Add anyone else whose support you need or whose opposition you need to neutralize

- Did you forget anyone? Take another look. Think about all sectors of society at all levels (local, state, national, regional, and international).

- Can you match key decision makers (formal or informal) with key pressure makers? The more specific you can be about who influences whom, the more effective your action plan will be.

  - What do you know about each key player? These questions will help you gather and analyze information about each player.

  - Is the player a decision maker? Or a pressure maker? Why?

  - What is the player's stated position, if any? How do we know? Give examples, such as an official's public statements, a legislator's voting record, or the type of coverage a particular newspaper gives to an issue.

  - Why does the player support or oppose the issue? Who or what motivates the player? Think about the player's value base, personal background, and so on.

  - What prevents the player from being involved?

  - Are there any splits or differences of opinion among key decision makers? If so, how can you take advantage of them?

Source: Adapted from Advocacy for Social Justice/Strategy Development pp. 64-73

Worksheet #1: Dividing your Audience

Audience: A Group or person that pressures, convinces, educates, and/or mobilizes people and institutions that have the power to bring about change.

Divide your list into Decision Makers (formal or informal) and Pressure Makers.

Formal Decision Makers	Informal Decision Makers	Pressure Makers
	'	

Worksheet#2: Evaluating Your Audiences

For each key audience, do they support the change? Oppose it? Divide your list into three categories: Supporters, Fence-Sitters, and Opponents. You will develop your action plan based on an audience's level of support or opposition.

	Important Formal Decision Makers	Important Informal Decision Makers	Important Pressure Makers
Supporters			
Fence-Sitters			
Opponents			

Worksheet# 3: Matching Pressure Makers with Decision Makers

The more specific you can be about who influences whom, the more effective your action plan will be. To match key pressure makers with key decision makers, first, write a decision maker's name into Circle 1. Then, look at your list of other important decision makers and pressure makers. Which ones are influential to the decision maker in Circle 1? Add their names to Circles 2-5. Use as few or as many circles as you need. Repeat this for each key decision maker.

2

3

Pressure Makers

4

1

Important
Decision
Maker

5
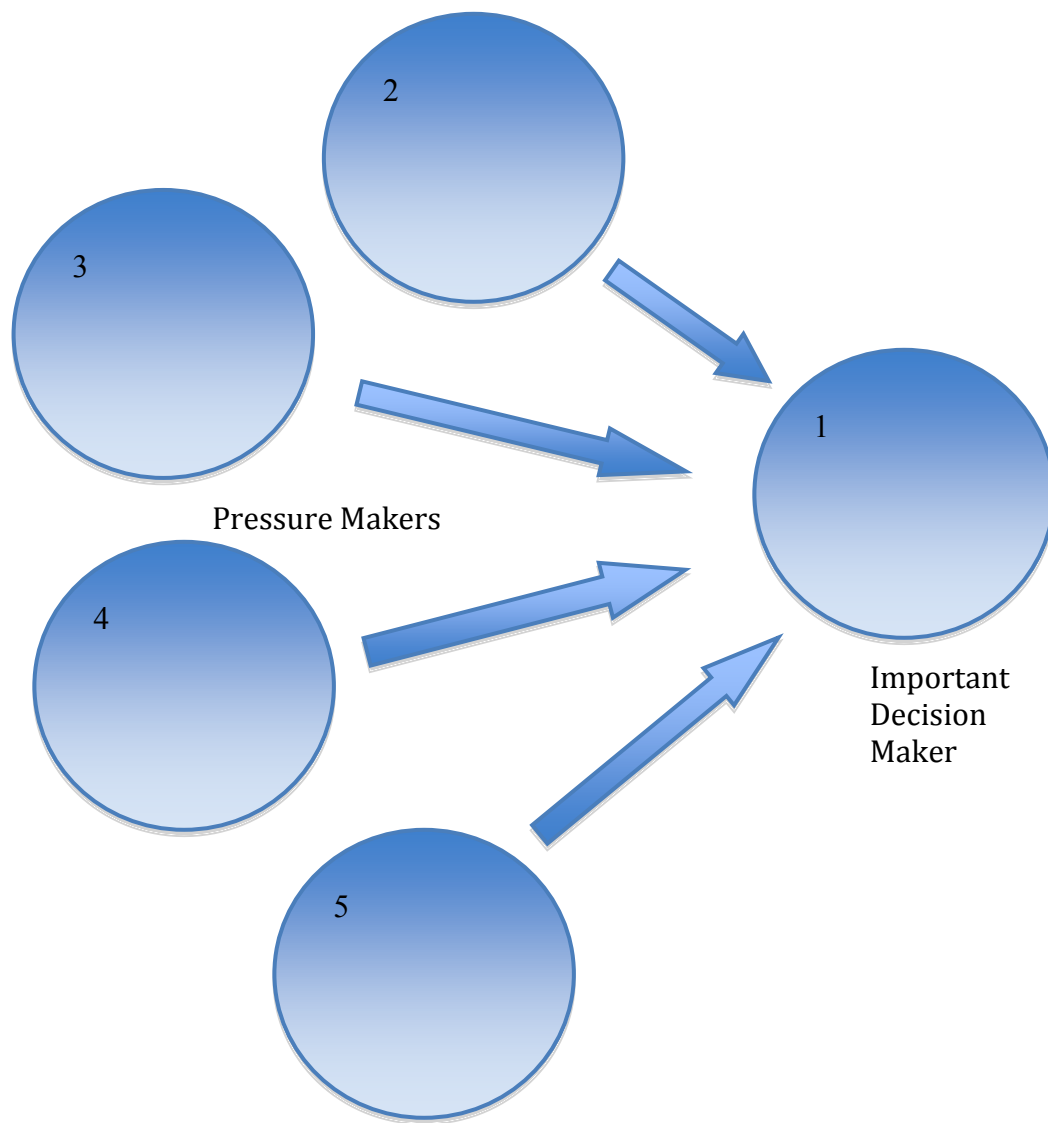
Building on your Partner's Strengths: Group Role-Play

Core Competency:

Four: Identifying and maintaining community partners.

Purpose:

- To learn how to manage interpersonal relationships in a group to increase engagement and productivity.

Objectives:

- Practice how group meetings can function productively.
- Learn methods to respond positively to disruptive group members and prevent conflict in the first place.
- Strategize ways to build upon the strengths of individuals in a group.

Materials:

- **Handout #1**: Role-Play Scenarios
- Stopwatch
- Discussion Questions

Time:

- 1 hour

Steps:

1. Break participants into four groups and give each group the general scenario and their specific situation on Handout #1.
2. Give one or two individuals in each group a part from those listed on Handout #1.
3. Give each group 5 minutes to do the role play. After each one, ask the audience if they recognized characters from Handout #1.
4. Use the discussion questions to facilitate discussion on group work.
5. Ensure that the objectives of the activity are met.

Handout #1: Role-Play Scenarios and Parts

Scenario for Role-Plays: You are a group of promotores strategizing about how to involve parents in their school.

Instructions: Give one situation to each group. Depending on how many participants are present, pass out roles to a few participants in each group to make the role-plays fun and entertaining. Have each role play go for 5 to 10 minutes.

Situations

Situation 1 - Lack of Respect/Social Capital: Two group members have a private conversation while the leader/facilitator is talking and in general group members are not paying attention.

Situation 2 - Dictatorship: The leader/facilitator is aggressive and promotes only his/her ideas to the group

Situation 3 – Anarchy: No clear process exists for the group to make decisions or solve problems and the group is hostile to change.

Situation 4 – Democracy: Each group member has a specific task/role and feels comfortable expressing his/her ideas.

Parts for Role-Play

THE AUTOMATIC TALKER
Goal: Talk after someone else talks and do this 5 times. Pick up some word the previous talker said and make some comment about it.

THE DOMINATOR

Goal: One time in the group, just start talking about something other than the subject. It can be what you did yesterday or some other day. Try to do this for at least 5 minutes. Do it a second time later on in the exercise if time allows.

THE LOOOOOONG STORY TELLER
Goal: Tell your "story" in a long and confusing way

THE BULLY

Goal: Lash out at someone in the group verbally.

ATTACK THE LEADER

Goal: You are to attack the perceived leader at least twice by demanding they take some certain action to "make" the group do what it should do.

THE WALK OUT

Goal: After someone says something to you that is somewhat derogatory. Just get up out of your chair and leave the circle say, "I've had enough of this and I'm leaving."

THE CLAM
Goal: Be very indirect in any answer you may give and have no real contribution by providing vague answers.

PINBALL WIZZARD
Goal: Throw out at least 2 subjects in the middle of other conversations and then shift the subject to another before closure is reached on the subject you brought up.

INTELLECTUALIZER

Goal: Your role is to provide an intellectual framework to the group. You should state and expound on two well-known facts or theories before the end of the role play.

ORGANIZER

Goal: Your role is to devise a way to organize the group and make at least two attempts before the end of the role play. Like: "Let's divide into smaller groups because I feel better in small groups."

CRITIC

Goal: Your role is to judge the statements of members in the role play in a skeptical and critical manner. Point out at least 3 faults by the end of the role play.

NON-PARTICIPATOR

Goal: Your role is to make it obvious that you are not participating in this group. Get at least one person to try to include you or draw you in by the end of the role play.

FIXER

Goal: Your role is to give advice to individuals and the group. Correct people when they are in error. Make it clear that you know the solutions to the problems of others. Offer at least three solutions to others by the end of the role play. Like: "If you would only do what I did, your problems would go away".

Discussion Questions for

Role-Play:

1. What were the different characters that you saw in the role-play? Are these characteristics that you tend to see in your group meetings?

2. Was your role hard for you to act out? How did the role make you feel?

3. What are some of the ways that these characters were deflected and group business moved forward?

4. What are some strategies for conflict management that you can take away from this activity?

5. How might you turn the character traits showed into role play into assets for your group?

The workshop provided "good information and examples on how to solve different group problems."

Who has the Power? Community Work

Core Competency:

Four: Identifying and maintaining community partners.

Five: Skills building and tools: advocacy and leadership.

Purpose:

- To identify local decision makers and recognize their impact on the community.

Objectives:

- Identify influential civic, grassroots, and political leaders of participants' communities ,
- Understand formal and informal power structures in participants' communities,
- Analyze the difference between formal and informal leadership,

Materials:

- **Handout #1:** Who are the decision makers in your community?
- **Worksheet #1**: Who's in the news?

Time:

- 10 minutes to explain this activity which will take place between workshops.

Steps:

1. Explain the community work that participants are expected to complete between trainings using the two handouts.
2. Remind participants that they will be asked to share their findings at the next workshop and encourage them to be creative.
3. Assure participant understanding and answer any questions before moving forward,

Handout #1: Who are the Decision Makers in Your Community?

1. Read your local paper and listen to the local news on the radio each day for one month.
   - ✓ Who is talking or being talked about the most?
   - ✓ Are they decision makers or pressure makers?
   - ✓ What jobs/positions do they hold?
   - ✓ Do they have formal leadership positions or are they informal leaders?
   - ✓ What is important to them?
   - ✓ Are they working for change or to preserve the status quo? Do they have identifiable causes (e.g., less government, better schools, etc.)?
   - ✓ Do they communicate clear visions for the future? Who are their followers? Are they many or few?
   - ✓ What gives them power (e.g., money, elected position, many followers, etc.).
   - ✓ From where did you get your information?

     Use the table on the next page – one for each person – to make a record of the people in your community who are in the news.

2. Once you've completed step 1, think about how the people you've described work with each other. For example, some of them could work closely together, or they could be competing with each other, or they could have no working relationship at all. Also, think if there are other power structures in the community that haven't shown up in the news. Use this information to draw a diagram or picture of the formal and informal power structures in your community and how they relate to each other.

3. Be prepared to share your findings at the next workshop!

This assignment doesn't have right or wrong answers.   So have fun with it and we'll all have a chance to learn from each other's findings and ideas at our next workshop.

Thank you,

The Training Committee

Worksheet #1: Who's in the news.....*?*

Name:
Decision maker or pressure maker? Explain:
Job(s) / position(s):
Formal / informal leader? Explain:
Work / cause:
Followers:
Information source(s):
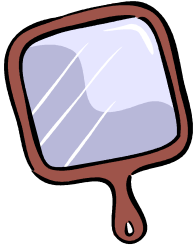
Reflection: A Letter to Me

Core Competency:

Six: Celebration and Evaluation.

Purpose:

- To reflect on personal growth in leadership and advocacy skills.

Objectives:

- To reflect skills gained through leadership and advocacy trainings.
- To identify additional skills or information that would be helpful in advocacy work.
- To acknowledge work/life influences as constant reminder of why participant is present.

Materials:

- **Activity #1**: A Letter to Me

Time:

- 20 minutes

Steps:

1. Review the handout and the importance of personal reflection in community advocacy work.
2. Allow 10-15 minutes for participants to complete.
3. Collect the letters to send to participants at a later date.

Activity #1: A LETTER TO ME

This letter is to you and for you. You'll have an opportunity to read and reflect on it later this year at our next advocacy/leadership workshop.
Questions to consider while writing…

- What have I learned so far about leadership and advocacy? How do I plan to apply what I've learned to my community work and my life?

- Who has most influenced me in my life and work? In what ways?

- What would I like to learn in the future?

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TRAINING TWO: PROMOTORA ADVOCACY/LEADERSHIP WORKSHOP EVALUATION

Please help us improve the **advocacy/leadership workshop you've just completed for next time with your feedback.**

1. **Please circle or mark your ratings for the following activities**

   - Presentations of Community Conversations

     Disappointing   Satisfactory   Good   Excellent

   - Root Causes Tree Presentation

     Disappointing   Satisfactory   Good   Excellent

   - Root Causes Tree Teamwork (Promotoras)

     Disappointing   Satisfactory   Good   Excellent

   - Multiple Intelligences (Supervisors)

     Disappointing   Satisfactory   Good   Excellent

   - Team-building Exercise

     Disappointing   Satisfactory   Good   Excellent

   - Unnatural Causes Video and Discussion

     Disappointing   Satisfactory   Good   Excellent

   - Identifying Your Partners

     Disappointing   Satisfactory   Good   Excellent

   - Building on your Partners' Strengths Role Play

     Disappointing   Satisfactory   Good   Excellent

   - Community Group Work

     Disappointing   Satisfactory   Good   Excellent

   - Reflection

     Disappointing   Satisfactory   Good   Excellent

2. **Please circle or mark your ratings for the following aspects of the workshop:**
   a. Information provided ahead of time

      Disappointing   Satisfactory   Good   Excellent

   b. Meeting space

      Disappointing   Satisfactory   Good   Excellent

   c. Food and refreshments

      Disappointing   Satisfactory   Good   Excellent

   d.   Audiovisual aids

       Disappointing   Satisfactory   Good   Excellent

   e.   Handouts

       Disappointing   Satisfactory   Good   Excellent

3. If you used it, please rate the simultaneous translation

       Disappointing   Satisfactory   Good   Excellent

4. What were the main messages that you took away from the workshop?

5. What did you like most about the workshop?

6. What recommendations do you have to improve the workshop?

7. How were your feelings about advocacy and leadership influenced by the workshop?

8. Do you think what you've learned in this workshop will be useful in your work? In what ways?

9. **How would you rate your overall experience at the workshop?**

   Did not meet my expectations   Somewhat met my expectations   Met my expectations   Exceeded my expectations

   Briefly state why you rated it this way:

10. **Please share a brief story about something that happened at the workshop that surprised you.**

11. **Please share any other feedback you might have**

Thank you for your time and your feedback!

Acción Para La Salud/Action for Health
Workshop III

Time	Activity
8:00AM – 9:00AM	Welcome Breakfast/Networking: An opportunity for participants to talk informally.
9:00 AM – 9:50 AM	Community Power Maps: Participants present the results of their assignment from Workshop 2 in which they identified decision makers in the community and mapped their relationships.
9:50 AM 0 – 10:50 AM	"Old Dreams, New Voices" Video: A video on community organizing in the faith-based community provides an opportunity to highlight the difference between politics and policy.
10:50 AM – 11:00 AM	Break
11:00 AM – 12:00 PM	*Lideres Campesinas* Case Study: Case study involving *promotores de salud* offers another opportunity to think about how to conduct community advocacy in local communities
PM 12:00 – 12:45 PM	Lunch / New Project Opportunity presentation
12:45 PM – 1:15 PM	Root Causes Energizer "Sandy's Car": Using the "but why" technique to identify root causes of problems.
1:15 PM – 2:15 PM	Community Action Planning: A method to engage community members in developing an advocacy plan
2:15 PM – 3:15 PM	Action for Health: Revisiting the goals for the community projects
3:15 PM– 3:45 PM	Reflection: Group evaluation of the training
3:45 PM -4:00 PM	Written Evaluation
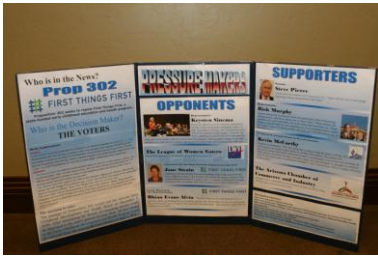
Power Maps

Competency:

Four: Identifying and maintaining community partners.

Five: Skills building and tools: advocacy and leadership.

Purpose:

- Share lessons learned from the community work activity to determine who the decision makers are in participants' communities.

Objectives:

- Share the different ways that participants identified decision makers in their community.
- Reflect upon the importance of formal and informal leadership.
- Understand the sources of power.
- Realize the significance of relationships.

Materials:

- Participant Displays

Time:

- 50 minutes

Steps:

1. Ask each group to share what they learned over the past months in identifying local decision makers, their relationships to one another, and the impact they have on the community.
2. Encourage participants to ask each other questions about the power maps and the process of collecting the information.
3. Using the information in the presentations, facilitate a discussion about the importance of formal and informal leadership.
4. Discuss the sources of power in the maps and how sustainable it is.

Power Maps!
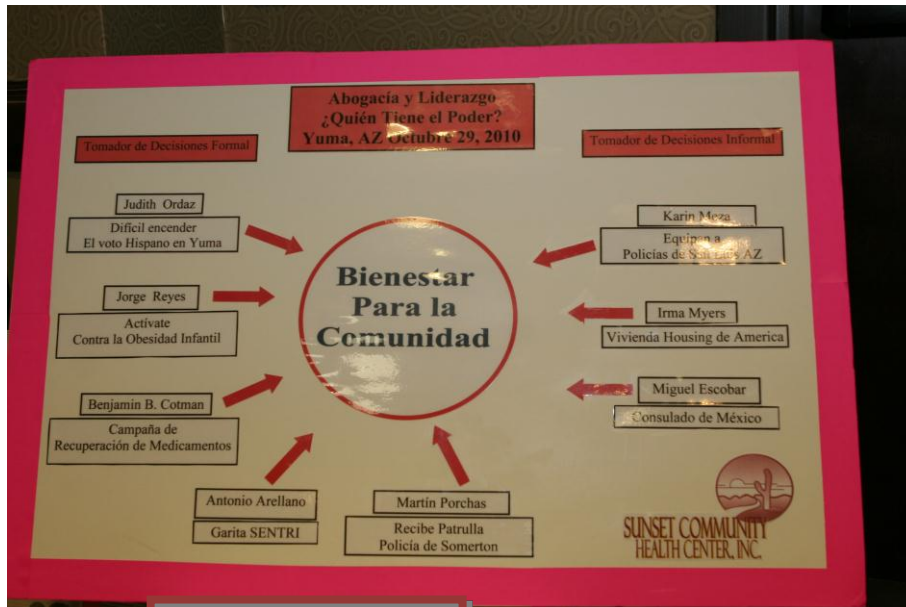
These examples demonstrate the influence on overall wellness (above), influential people (right), and the local impact of state legislation on the local communities.
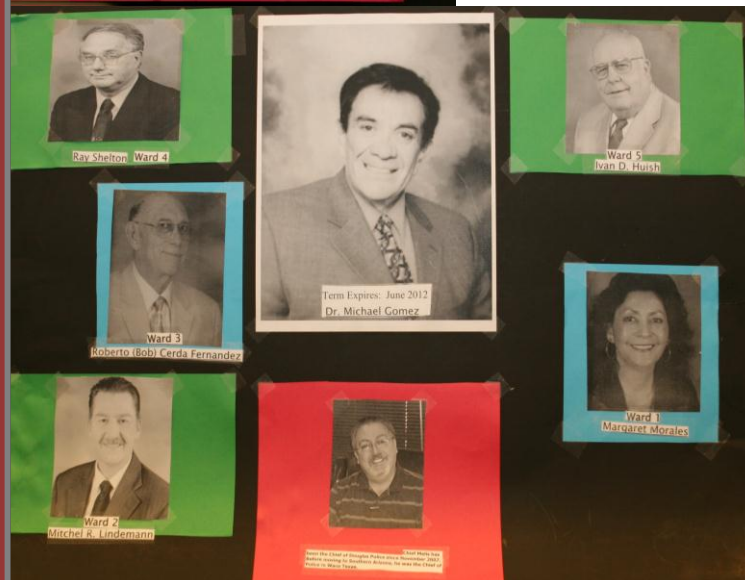
"Old Dreams, New Voices" Documentary

Competency:

- **Five**: Skills building and tools: advocacy and leadership.

Purpose:

- Examine a case study in which community members were actively engaged in advocacy activities that addressed resources for youth.

Objectives:

- Understand the path from identifying important community issues, to developing solutions to these problems, to actively advocating for change.
- Realize the importance of working with pressure makers and decision makers.
- Recognize the power that communities can possess when working together towards a common goal.

Materials:

- Documentary "Old Dreams, New Voices"
- **Activity #1**: Discussion Questions
- **Handout #1**: "Policy and Politics"

Time:

- 1 hour

Steps:

1. Show the documentary (approx 25 min.)
2. In small groups, ask participants to respond to discussion questions in Activity #1.
3. In the large group, discuss the ability of *promotoras* to engage in community advocacy in their workplace. Emphasize that their role is to engage others, not do the advocacy themselves.
4. Use Handout #1 to discuss the difference between political advocacy and community advocacy. Use open dialogue to address discomfort with these activities.

Activity #1: Discussion Questions- "Old Dreams, New Voices"

- What did you see in this video? What did the PCIC organizers do?

_____

_____

_____

2) How do you feel about the activities of the organizers in the video? Were their activities political? As a *promotora*, how do you feel about engaging the community in this kind of activity? Does community advocacy have to be political?

_____

_____

_____

3) What changes resulted in the community as a result of the community advocacy activities? Where do those changes fall on the root causes tree: in the leaves, the trunk, or the roots? Did anything about this video make you feel uncomfortable?

_____

_____

_____

Handout #1: Policy and Politics.

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What is Policy Anyway?

</div>

1. A policy is a rule made up and enforced by <u>people in authority</u> to control the behaviors of other people in their:
    i. Family
    ii. Work place
    iii. City, State or Country

<div style="border: 2px solid #4472C4; padding: 10px;">

What is Politics?

</div>

   a. Politics is the process people in authority use to make policy and decide who gets what, where and when.

Taken from the Public Policy Institute

Lideres Campesinas Case Study

Competency:

Five: Skills building and tools: advocacy and leadership.

Purpose:

- Provide an example of incorporating advocacy efforts within an agency.

Objectives:

- Reflect upon a community advocacy example using *promotores de salud.*
- Use the case study to define policy vs. political work.
- Apply tools previously introduced in the training (Community History Wall; Root Causes Tree; Who has the Power?) to reflect on the case study.

Materials:

- **Handout #1**: *Lideres Campesinas* Case Study
- **Handout #2**: : Discussion Questions

Time:

- 1 hour

Steps:

- Give participants 10 minutes to read the case study (Handout #1).
- Using Handout #2, ask the first two questions in a large group.
- Break the participants into four groups. Explain that they are being asked to apply some of their earlier workshop activities to the case study.
- Have each group answer the accompanying discussion questions given to their group.
- Reconvene and have each group briefly share their discussion

Handout #1: Líderes Campesinas Case Study (page 1)

*"[As women,] we have practiced a different kind of leadership, a
leadership that empowers others, not a hierarchical kind of leadership."*
Rosie Castro

Introduction:

Líderes Campesinas was started by a small group of women in the Coachella Valley in 1998, and has grown into a state-wide organization by and for farmworker women. Líderes Campesinas' mission is to develop leadership among *campesinas*, so that they serve as agents that create social, economic and political changes to ensure their human rights. Their advocacy work has succeeded in improving their lives in the home, at work, in society, and at the level of national policy.

Líderes Campesinas works on the following issues:

1. Domestic Violence
2. Pesticides
3. Sexual Harassment/Assault in the Workplace
4. Labor and Hours
5. Housing
6. Education
7. Breast and Cervical Cancer
8. Childcare,
9. Teen Pregnancy
10. HIV/AIDS

Líderes Campesinas began when a student at California State University, initiated a *campesinas* needs assessment with community-based researchers. The nine interviewers, who eventually became the founding members of the organization, were all women who were or had been farmworkers too and the interviews were done in "*charlas*" (casual and intimate conversations) instead of a formal list of questions. Through these discussions, the community interviewers heard the issues that the women faced every day and realized that they wanted to do more than just tell someone their problems. The women did not want someone from outside to do something for them – they wanted tools and support to decide for themselves what they wanted to change, and how to change it. They wanted to come together, build their own leadership, and take action.

Initial Steps:

They started with a radio program to provide information about social services for women and worker's rights, called "*Plactica Bilingue."* They talked about things like how to avoid pesticide exposure and separating work clothes so the pesticides do not affect their children. Then they began to take on more difficult subjects like sexual harassment and domestic violence. Even farmworker unions had been silent on these issues that target women specifically. Many women believed that the harassment and abuse they faced was their own fault because those were the messages they had heard growing up. For many women, the radio show was the first public message of support that they had experienced encouraging them to speak out.

Handout #1: Líderes Campesinas Case Study (page 2)

Taking Action:

Líderes Campesinas decided to take action on domestic violence because it was impacting so many women in their community, and yet it was rarely talked about. They began to organize big public events for Domestic Violence Awareness month. They held press conferences, marches, and vigils in which women, men, and children participated. In some communities women performed skits based on experiences of abuse that participants had gone through. They gave testimonies about what they went through, what steps they took to stop it, and how they succeeded in finding safety and support for them and their children. These public events helped break the silence and helped women facing violence feel safer and more confident to seek help, and know where to go. It also created a culture in the community that domestic violence was not acceptable and would not be allowed to continue without repercussions.

Community Response:

Women began to seek them out for help in domestic violence situations. Usually Líderes Campesinas provided referrals to agencies that support women in abusive relationships, but would stay in touch to make sure the women got their needs met. They began to see patterns of barriers that *campesinas* in particular faced when trying to escape abuse. Factors such as language barriers, isolation, the fear of deportation, and a lack of bicultural and bilingual services made it difficult for campesinas to leave abusive situations.

Although there were already local social service providers addressing domestic violence, many *campesinas* did not feel comfortable or safe going to them for help because some were treated condescendingly or rudely, no one spoke Spanish, and no one working there could understand or relate to their situation. Because of these bad experiences, some women avoided social services completely. Líderes Campesinas didn't want to just advise women to avoid these agencies – they wanted to hold them accountable to the community, and teach or pressure them to deliver language- and culturally-appropriate services. They intervened to help in particular cases and, more importantly, they advocated with the administration of problem agencies for improved services and went straight to the directors when there was mistreatment of *campesinas*.

Advocacy Strategy:

Líderes Campesinas never began with confrontational strategies, but they were ready to use them if it were necessary. For example, if a health care agency did not welcome *campesinas*, they would begin by offering a workshop on how to create a positive environment for including *campesinas*. If that was refused, then they would apply more pressure, like going to the agency's funders and getting them on their side. They would only make a public campaign and put a lot of pressure on an agency if all else failed. In many cases when their offers to work together had been refused at the beginning, the agency later asked for their help after realizing it would be in their best interest.

Policy on the National level:

The largest barriers existed for undocumented *campesinas,* because of constant fear of deportation, and Líderes Campesinas knew they had to advocate for a policy to create a larger social change. Their biggest success on the national level was working with partners all over the country and the "NOW Legal Defense and Education Fund" to get protections for physically, sexually and emotionally abused undocumented women into the Violence Against Women Act (VAWA) legislation. *Campesinas* contributed testimony about the ways abusive husbands who were citizens or legal permanent residents used their wives' or partners' undocumented status as a form of control and to

Handout #1: Líderes Campesinas Case Study (page 3)

force them to stay silent about abuse, threatening them with calls to *la migra*. Thanks to Líderes Campesinas and their partner organizations, an undocumented woman anywhere in the U.S. who has been abused can now get a visa and a pathway to citizenship as she takes action to leave her abuser.

Programs and Advocacy working together:

Líderes Campesinas wanted to prevent domestic violence before it began, not just respond after it happens. They began a project where they train women to identify the causes of domestic violence and signs of abuse, and explain all the resources available. All the educators are *promotoras, campesinas* themselves, so they relate to the culture and understand the context of violence within the particular kinds of poverty and stress that farmworkers face, and the unique barriers for farmworker women and how to overcome them. They distribute information in beauty shops, laundry mats, and grocery stores because these are places women often go without their husbands. Rather than seeking to organize others, Líderes Campesinas uses education and empowerment, so that all who join see themselves as leaders and have the confidence and knowledge to advocate for themselves and the changes they want to see in the world. Their goal is to shift the idea of leadership from individual power to one of collective empowerment. Líderes Campesinas teaches that organizing, advocacy, and leadership begin at home, and everyone has skills they can share and teach.

Handout #2: *Líderes Campesinas* **Reflection Questions**

Large group questions

1. What did Líderes Campesinas do that was "advocacy"?

2. What part of their work against domestic violence addressed "policy"? Was that policy work "political"? Why or why not?

Small group questions

Group 1: History Wall (Review: How major events in history have impacted our community)

1. What are some of the biggest steps forward in the U.S. (and/or Mexico) that have happened around the issue of domestic violence in the last 100 years?

2. What are some of the key moments in your own community's history in addressing domestic violence?

3. Which of these improvements helped *campesinas*? Which of them left *campesinas* out? Did any of them focus on reaching *campesinas specifically*?

Group 2: Root Causes Tree (Review: The branches are the effects/symptoms, the trunk is the problem, and the roots are the real causes behind the problem)

1. Draw a problem tree for domestic violence in *campesina* communities. What are the effects/symptoms? What are the root causes?

2. How does this problem tree help us understand what needs to be done to stop domestic violence?

3. Which parts of the "tree" were *Líderes Campesinas* addressing in their work?

Group 3: Who has the Power? & Identifying Partners (Review: Identify who has the power to make change happen and who can influence those people)

1. In the story of *Líderes Campesinas*, who were the "decision makers" and who were the "pressure makers"? Was their approach cooperative or confrontational or both?

2. How was power being used against *campesinas* by abusive partners, especially when they were undocumented?

3. How did they build their own power to stop it?

4. Who were the partners that worked together? What unique contributions did each partner make?

Group 4: Unnatural Causes Video (Review: Critically reflect upon the social determinants of health)

1. Rates of domestic violence are not necessarily higher among farmworkers, but *campesinas* face more barriers than others to get support and get out of abusive situations. How do the living and working conditions of farmworkers cause that?

2. How do you think poverty impacts domestic violence in farmworker families?

3. If farmworkers earned a living wage, were more respected on the job, and had guaranteed work year round and benefits, do you think that would impact domestic violence? Why or why not?

Root causes Energizer: Sandy's Car

Competency:

- **Two:** Identifying community needs and issues.

Materials:

- **Handout #1**: Root Causes Problem Solving
- Large Toy Car (Optional)
- Poster Board

Purpose:

To use the "but why" technique to address root causes to problems.

Time:

- 30 minutes

Objective:

- Utilize a method to engage community members in determining root causes to problems in a fun and interactive way

Steps:

1. Suggest to participants that this activity might help them work with community members to address root causes.
2. Following the accompanying handout, ask first about causes of the problem of Sandy not being able to drive her car. After you have a good list, ask for solutions.
3. The final problem statement should meet the criteria identified on the handout.

Handout #1: Root Causes Problem Solving

This resource can be utilized with community members to determine root causes to problems and ways to address solutions to these issues through a planning process.

Sample Problem:

- Sandy has a new car. But she cannot drive her car. This is our problem. What are some reasons that Sandy might not be driving the car? (Record brainstorm on poster paper. Encourage participants to think about causes not solutions.)

- Next you will get to the cause. Say, "we have a good friend of Sandy's right here, and he/she knows the situation very well. Ask him/her some questions and he/she will answer them to determine the cause."

- Have participants form a revised problem statement based on the results from talking to Sandy's friend i.e. "Sandy does not have any gas in her car."

- Next, ask participants to turn to the Problem/Planning Statement Checklist to see if the problem statement meets the criteria. If not, rework the statement until it is acceptable.

Problem/Planning Statement Checklist:

1. Is the subject the person(s), team, or organization with the problem or desire for improvement? Is "IT" unable to do something, not doing something or not doing something as well as "IT" would like?

2. Is there a VERB that depicts a deficiency, lack, need or preference?
- Is unable to
- Is not
- Does not know/have
- Cannot
- Needs to
- Wants to improve/increase

3. Is there a product, service, or issue that is the OBJECT of the needed or desired action? (i.e. something that is unknown, does not exist, is not done appropriately or completely, or can be improved upon?)

4. If this problem is solved or desire for improvement fulfilled, will it address the issue identified in the needs assessment?

Community Action Planning

Competency:

- **Three:** Developing a shared vision

Purpose:

- Learn a method to engage the community in a plan of action or advocacy

Objectives:

- Understand the community action planning process and steps involved
- Apply the process to the case study and to participant communities

Materials:

- **PowerPoint Presentation:** Community Action Planning
- **Handout #1**: Seven Key Components of Action Planning

Time:

- 1 hour

Steps:

1. Show PowerPoint presentation
2. Split into groups and answer questions relating community action planning to case study and individual communities.
3. Share your impressions of the process in the large group.

PowerPoint Presentation: Community Action Planning

Community Action Planning

Grassroots Leadership

Overview
- Community groups are more successful when they develop a community action plan.
- Helps the group implement steps, tasks and time lines
- Action plans serve as a reminder of commitments
- Documents how and when a undertaking is to be completed
- Key to ensuring that plans become a reality
- This is one example you may use for a Community Action Plan.

Objectives
- Understand the community action planning process
- Identify the steps in the community action planning process
- Apply the process to the case study and to their own community

What is a Community Action Plan?
- It is an organized method of clearly defining the specific steps to successfully complete a community advocacy plan
- It describes the way the group will work to accomplish the advocacy goal
- It will answer the who, what, why, when, where and how
- It will reach short and long range goals.

Action Plan
- Seven steps
- Example-making a healthy treat for a school party on November 5th.

Goal Statement
- A short clear statement of particular outcomes to be accomplished at a specific point in time.
- It expresses what the group want to do as a specific outcome in terms of a practical and attainable date they plan to reach their goal.
- The objective should tie into long-term goals or general visions for the community.

Team Members

○ List who will be involved in the effort

Specific Actions or Critical Steps

○ List what is needed to accomplish the overall goal. Breaking down the goal into specific steps helps make the larger goal easier to manage.

Generating Specific Action Steps

○ Individually brainstorm as many tasks you can think of that may have to be done to accomplish your goal.
  ○ Make a quick list first, short phrases to summarize each task.
○ Using post-it notes, write down each task using a different post-it note for each one.
  ○ Write as many as you can think of.

Continued

○ Have each person put their post-it notes on a flip chart page, a large sheet of paper, or on a table top.
○ Arrange similar tasks into groups.
○ Name each group so that it identifies the general task area.
○ Sequence each of the tasks/actions in order of what needs to be done.

Task Leader

○ The list of who will carry out each specific action step

Time Line

○ A statement of when actions are to be completed in order to reach the goal.
○ Worksheet #2-tool you can use when planning around an issue.

Resources Needed

o A list of what will be needed in order to carry out the tasks. Resources can include money, time, people, facilities, events, etc.

Strengths/Weaknesses

Statements of:

o the strengths currently held to accomplish the goal

o and the statements of difficulties foreseen in pursuing the goal.

Community Action Planning Worksheet

o Advocacy Goal Statement
o Team members
o Specific action steps
o Task Leader
o Time line
o Resources needed
o Strengths and weaknesses

Applying the Seven Key Components of a Community Action Plan to the *Lideres Campesinas* Case Study

o Step 1: What were the long term vs. the short term goals of this group?
o Step 2: Who was involved? Did the group change over time?
o Step 3: What were the specific steps and actions they took to reach their goals?
o Step 4: Who do you think took the lead in the specific steps and actions? How might they have been identified as leaders?

Applying the Seven Key Components of an Community Action Plan to the *Lideres Campesinas* Case Study

o Step 5: What would a timeline for this effort look like? What happened when?
o Step 6: What resources did they have? How did they increase their resources?
o Step 7: What were the potential strengths and weaknesses of this group in planning and carrying out an advocacy or community action plan?

Success

o You need to keep your team motivated
o Update the plan as needed and acknowledge individual accomplishments
o Celebrate accomplishments

Adapted from University of Arizona Cooperative Extension (ACT) curriculum.

Handout #1: Seven Key Components of an Action Plan

The University of Arizona

ARIZONA COOPERATIVE EXTENSION

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

Arizona Community Training

SEVEN KEY COMPONENTS OF AN ACTION PLAN

1. **Goal Statement:** a short, clear statement of particular outcomes to be accomplished at a specific point in time. It expresses what the group wants to do as a specific outcome in terms of a practical and attainable date they plan to reach their goal. The objective should tie into long-term goals or general visions for the community.

2. **Team Members:** a list of who will be involved in the project.

3. **Specific Actions or Critical Steps (Objectives):** lists of what is needed to accomplish the overall goal. Breaking down the goal into specific steps helps make the larger goal easier to manage.

4. **Task Leader:** the list of who will carry out each specific action step.

5. **Time Line:** a statement of when actions are to be completed in order to reach the goal.

6. **Resources Needed:** a list of what will be needed in order to carry out the tasks. Resources can include money, time, people, time, facilities, events, etc.

7. **Strengths/Weaknesses:** statements of the strengths currently held to accomplish the goal, as well as statements of difficulties foreseen in pursuing this goal.

Listen → Plan → Do

Competency:

Six: Celebration and evaluation.

Purpose:

- Give participants an opportunity to think about how to initiate community advocacy activities in their communities.

Objectives:

- Strategize ways for participants to begin to apply the knowledge and skills they have learned.
- Identify specific next steps for each group.
- Discuss how their activities will be documented,

Materials:

- Poster board

Time:

- 1 hour

Steps:

1. Participants from the same organizations meet in their groups to discuss how they envision engaging the community in prioritizing problems and identifying solutions. Use Worksheet #1 to identify specific steps and timeline.
2. Have the participants share their ideas in the large group.
3. In large group discussion, agree on ways to document their work so that they will be able to share their lessons learned with others.

Reflection

Purpose:

Provide an opportunity for reflection on the benefits of the workshop, which activities were the most useful, what kind of change might make the workshop more productive and what other information participants would like in the future.

Materials:

- Posterboard
- Markers

Steps:

1. In a brainstorming session ask what participants liked about the workshop.
2. Ask participants what they would have liked different or would like for next time.
3. Write down all the comments on the poster board.

PROMOTORA ADVOCACY/LEADERSHIP WORKSHOP EVALUATION

Please help us improve the advocacy/leadership workshop you've just completed for next time with your feedback.

- **Please circle or mark your ratings for the following activities**

    - Presentations of Promotora Power Maps

    Disappointing   Satisfactory   Good   Excellent

    - Video Case Study and Discussion

    Disappointing   Satisfactory   Good   Excellent

    - Written Case Study and Discussion – Lideres Campesinas

    Disappointing   Satisfactory   Good   Excellent

    - Hannah's Car- Root Causes Energizer Activity

    Disappointing   Satisfactory   Good   Excellent

    - Community Action Planning using Lideres Campesinas as a model

    Disappointing   Satisfactory   Good   Excellent

    - Action for Health Revisited

    Disappointing   Satisfactory   Good   Excellent

    - Written Feedback

    Disappointing   Satisfactory   Good   Excellent

    - Reflection

    Disappointing   Satisfactory   Good   Excellent

- **Please circle or mark your ratings for the following aspects of the workshop:**
    1. Information provided ahead of time

        Disappointing   Satisfactory   Good   Excellent

    2. Meeting space

        Disappointing   Satisfactory   Good   Excellent

    3. Food and refreshments

        Disappointing   Satisfactory   Good   Excellent

    4. Audiovisual aids

        Disappointing   Satisfactory   Good   Excellent

    5. Handouts

        Disappointing   Satisfactory   Good   Excellent

- **If you used it, please rate the simultaneous translation**

  Disappointing   Satisfactory   Good   Excellent

- **What were the main messages that you took away from the workshop?**

- **What did you like most about the workshop?**

- **What recommendations do you have to improve the workshop?**

- **How were your feelings about advocacy and leadership influenced by the workshop?**

- **Do you think what you've learned in this workshop will be useful in your work? In what ways?**

- **How would you rate your overall experience at the workshop?**

  Did not meet my expectations   Somewhat met my expectations   Met my expectations   Exceeded my expectations

  Briefly state why you rated it this way:

- **Please share a brief story about new knowledge learned at the workshop that surprised you.**

- **Please share any other feedback you might have**

  Thank you for your time and your feedback!

Acción para la Salud / Action for Heath

PARTNER VISIT ONE

Agenda

9:00AM - 9:30AM	Sharing and Discussion: Participants share what they have learned in talking with community members about issues important to them and the ideas they have for community advocacy.
9:30AM - 10:15AM	Strategy Map: Introduces a tool that can be used to plan a systems or environmental change.
10:15AM – 11:00AM	Three Streams Exercise: Introduces a theoretical approach to policy change that can assist participants in identifying how their activities fit in the problem, solution or political streams and how they might open a policy window or opportunity for policy change.
11:00AM – 11:15AM	Training or technical assistance needs: Participants identify what other information or skills they think would be helpful in their work. Ask participants for ideas about how they should tell their story and what they should document about what they are doing.
11:15 AM - 11:30AM	Peer Network Discussion: Participants talk about the utility of their monthly calls with participants working in other organizations and other communities.

SHARING AND DISCUSSION

Competency:

One: Identifying community needs and issues.

Three: Developing a shared vision.

Purpose:

- Provide an opportunity for participants to discuss what they are learning in their community and get feedback on their ideas to address specific issues.

Objectives:

- Identify potential community issues that the participants would like to focus on.
- Provide participants with additional information about their community from secondary sources.
- Begin to identify specific community advocacy efforts that participants would like to engage in.

Materials:

- Note-taking materials
- Community data from secondary sources*

Time:

- 30 minutes

Steps:

- Participants share what they have learned in their communities
- Facilitator provides additional information and data about the communities that they have gathered.
- Facilitator guides discussion about possible advocacy efforts.

*In the Acción project, community leader interviews provided additional input on local issues.

STRATEGY MAP

Competency:

- **Five:** Skill building and tools: advocacy and leadership

Purpose:

- Give participants a tool to plan a roadmap for environmental and/or policy change.

Objectives:

- Learn to use a tool that helps identify the what, who, why and how of policy or environmental change.
- Identify partners that need to be engaged in community advocacy.
- Understand the importance of monitoring the strategy map and adapting it when needed.
- Learn how to use this tool to evaluate progress made.

Materials:

- **Handout #1**: Strategy Maps
- **Handout #2**: Strategy Map Template
- Poster Board

Time:

- 45 minutes

Steps:

- Explain the different parts of the strategy map using Handout #1.
- Ask participants to identify a desired policy or environmental change that they would like to pursue.
- Using Handout #2, guide participants through the process of identifying the steps to create the desired change and who needs to be involved.
- Discuss how they will know they are achieving their objectives using Handout #1.

Handout #1: Strategy Maps

STRATEGY MAP GUIDANCE

What is a strategy map?

A strategy map serves as a coalition's roadmap for bringing about <u>one</u> desired policy or environmental (P/E) change. A strategy map is intended to be a "living document" that is continuously revised as the strategies and political landscape shifts. Specifically, a strategy map describes the following.

- **WHAT** policy or environmental change is desired. (*This may be viewed as a goal.*)
- **WHAT** needs to happen or **WHO** needs to change (i.e., know, believe, or act differently) to achieve the desired P/E change. (*These may be viewed as objectives.*)
- **WHY** the desired P/E change will benefit the community. (*This may be viewed as the rationale.*)
- **HOW** the coalition seeks to influence the desired P/E change. (*These are actions/strategies.*)

HOW Strategy *Step 4*	→	WHAT/WHO Interim Steps of change *Step 3*	→	WHAT Desired P/E Change *Step 1*	→	WHY Community Benefit *Step 2*

Why develop a strategy map?

1. As a *planning tool*, a strategy map CLARIFIES what P/E change is desired, why the change is important, and how the change will be achieved. The map can form the foundation for a grant proposal and/or work plan.

2. As a *communication tool*, a strategy map COMMUNICATES to coalition members and external stakeholders the coalition's plans for P/E change.

3. As an *evaluation tool*, a strategy map identifies and selects important MILESTONES to track progress toward the desired P/E change.

What is needed to draft a strategy map?

1. A group of individuals who are willing to brainstorm about and provide feedback on the map.

2. A person responsible for facilitating the group and drafting versions of the strategy map.

3. A document to capture the strategy map elements, such as attached Template A.

What are the steps to draft a strategy map as a PLANNING TOOL?

There are four iterative, non-linear steps to develop a strategy map.

Step 1: Clarify the desired policy or environmental change (P/E change).

Question: WHAT is the policy or environmental change our coalition seeks to achieve?

Guidelines to consider:
- Select a P/E change that is meaningful (IMPORANT) and for which your coalition may be able to influence (FEASIBILITY).
- Draft one sentence that describes WHAT is the P/E change and WHO has authority to make the change.
- Be specific as possible, so everyone understands/agrees upon the desired P/E change.

Example of P/E change: County commissioners enact a menu labeling ordinance.

Step 2: Explain the benefits of the desired P/E change to your community.

Question: WHY will our community be better off AFTER the P/E change has been achieved?

Guidelines to consider:
- In bullet form, list how the community is expected to be better off because of the P/E change.
- List meaningful benefits that will appeal to key stakeholders. Fewer may be better than many.
- Be specific as possible.

Example of benefits from a menu labeling ordinance:
- Residents will make informed decisions about purchasing food from restaurants.
- Consumers may consume healthier foods when dining out.
- Restaurants may offer healthier food options or remove or reformulate unhealthy options.

Step 3: Identify interim steps of change that will lead to the desired P/E change.

Question: WHAT needs to happen and/or WHO needs change (i.e., think, believe, or act differently) BEFORE the desired P/E change can be achieved?

Guidelines:
- The "what" can be a process, function, or document.
- (The "who" can be individuals (e.g., the mayor, community members) or institutions (e.g., the media, parks and recreation department).
- When describing "the who," be clear about how your coalition wants them to change in terms of how they think, believe, or act in order to influence the desired P/E change.
- Be specific as possible.

Example interim step of change for menu labeling ordinance:
- One county commissioner becomes an advocate for menu labeling.
- County residents advocate commissioners for menu labeling.
- Local newspaper publishes stories or op-ed pieces on benefits of menu labeling.

Select strategies to influence desired changes.

Question: What strategies/actions will our coalition implement to influence the desired changes?

Guidelines:
- Review the interim steps of change.
- Brainstorm strategies or actions that your coalition can implement to influence interim steps of changes.
- Select strategies that are most potent and feasible for your coalition to implement.

Example strategies for influencing menu labeling ordinance:
- Meet one-on-one with county commissioners who may be an advocate.
- Collaborate with local dietician association to encourage members to e-mail, meet, or call county commissioners.
- Write letters to the editors or op-ed pieces for the local newspaper.

What are the steps for transforming the strategy map into a COMMUNICATION TOOL?
- After your coalition has drafted/revised the strategy map as a planning tool, perhaps using the attached template, then the planning tool may be transformed into a communication tool.
- As a communication tool, the strategy map is transformed into more of a visually appealing illustration that captures the "big picture ideas" of the strategy map with fewer details.
- Using Word (or some other type of word processing or design program), colored boxes and arrows can be used to represent the links among strategy map elements.
- The strategy should fit on one page.
- The elements displayed in the strategy map should be readily understandable to others not involved in the coalition's efforts and could be accompanied by a 30 second elevator speech.

How is the strategy map used as an EVALUATION TOOL?
The next section provides guidance on how to use the strategy map for developing an evaluation plan matrix.

What are examples of strategy maps as communication tools?
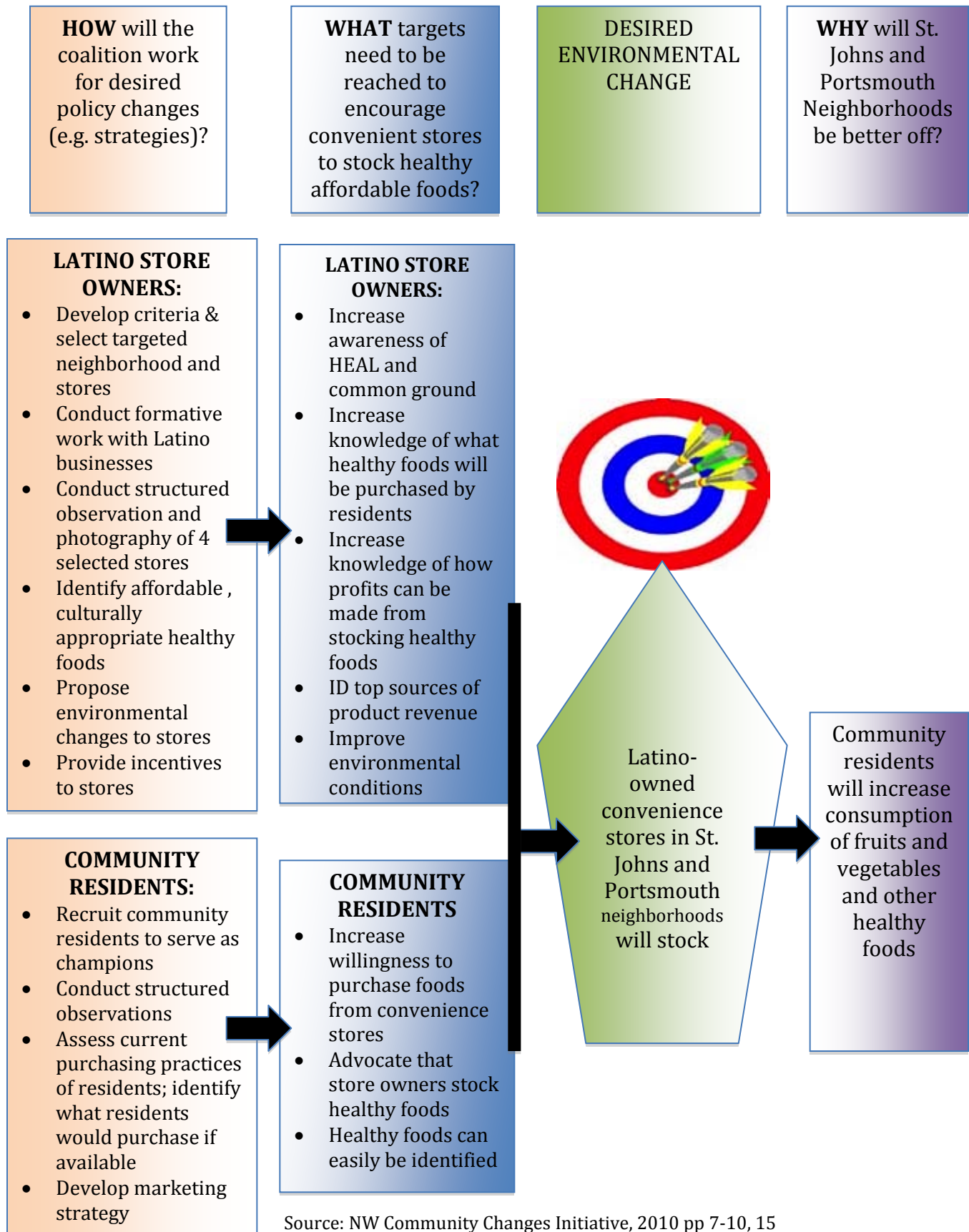The following pages include examples of coalition-generated strategy maps.

Handout 2: STRATEGY MAP template

A roadmap for how your group plans to influence a desired policy/environmental (P/E) change

HOW	WHAT/WHO	WHAT	WHY
Strategy **(4)**	**Interim Steps of Change** **(3)**	**Policy or Environmental Change** **(1)**	**Community Benefits** **(2)**
What strategies/action will our group/coalition implement to influence desired change?	*What needs to happen or Who needs to change (i.e. think, believe, or act differently) BEFORE the desired change can be achieved?*	*What is the policy or environmental change our group/coalition seeks to achieve?*	*Why will our community be better off AFTER the policy or environmental change has been achieved?*

Example: North Portland HEAL Coalition Healthy Latino Corner Store Strategy Map

HOW will the coalition work for desired policy changes (e.g. strategies)?	**WHAT** targets need to be reached to encourage convenient stores to stock healthy affordable foods?	DESIRED ENVIRONMENTAL CHANGE	**WHY** will St. Johns and Portsmouth Neighborhoods be better off?

LATINO STORE OWNERS:
- Develop criteria & select targeted neighborhood and stores
- Conduct formative work with Latino businesses
- Conduct structured observation and photography of 4 selected stores
- Identify affordable , culturally appropriate healthy foods
- Propose environmental changes to stores
- Provide incentives to stores

LATINO STORE OWNERS:
- Increase awareness of HEAL and common ground
- Increase knowledge of what healthy foods will be purchased by residents
- Increase knowledge of how profits can be made from stocking healthy foods
- ID top sources of product revenue
- Improve environmental conditions

COMMUNITY RESIDENTS:
- Recruit community residents to serve as champions
- Conduct structured observations
- Assess current purchasing practices of residents; identify what residents would purchase if available
- Develop marketing strategy

COMMUNITY RESIDENTS
- Increase willingness to purchase foods from convenience stores
- Advocate that store owners stock healthy foods
- Healthy foods can easily be identified

Latino-owned convenience stores in St. Johns and Portsmouth neighborhoods will stock

Community residents will increase consumption of fruits and vegetables and other healthy foods

Source: NW Community Changes Initiative, 2010 pp 7-10, 15

THREE STREAMS ACTIVITY

Competency:

- **Five:** Skills building and tools: advocacy and leadership.

Purpose:

- Learn a theoretical framework for deciding on the right solution to the right problem at the right time.

Objectives:

- Analyze different aspects of a community problem.
- Identify potential solutions to the problem.
- Understand the political climate and its impact on the solution being proposed.
- Consider ways that *promotores* can involve community members in defining problems, identifying solutions, and influencing the political climate to bring about policy or environmental change.
- Understand how to work within streams to create policy change.

Materials:

- **Handout #1**: Three Streams Theory
- Poster board
- Markers

Time:

- 45 minutes

Steps:

- Use Handout #1 to explain that problems are constantly being identified and solutions generated. Policy change happens when a solution and problem are connected and the political climate is right.
- With participants choose an issue and using the poster board to describe aspects of the problem, all the potential solutions and the current political climate.
- Facilitate a discussion about which aspect of the problem can be addressed with which solution and what needs to happen politically so that it can happen. Discuss how participants can engage community members in deciding which problem is important, what is the right solution and how to encourage leaders to act.

# CHW Advocacy: An Adaptation of Kingdon's Three Streams Theory
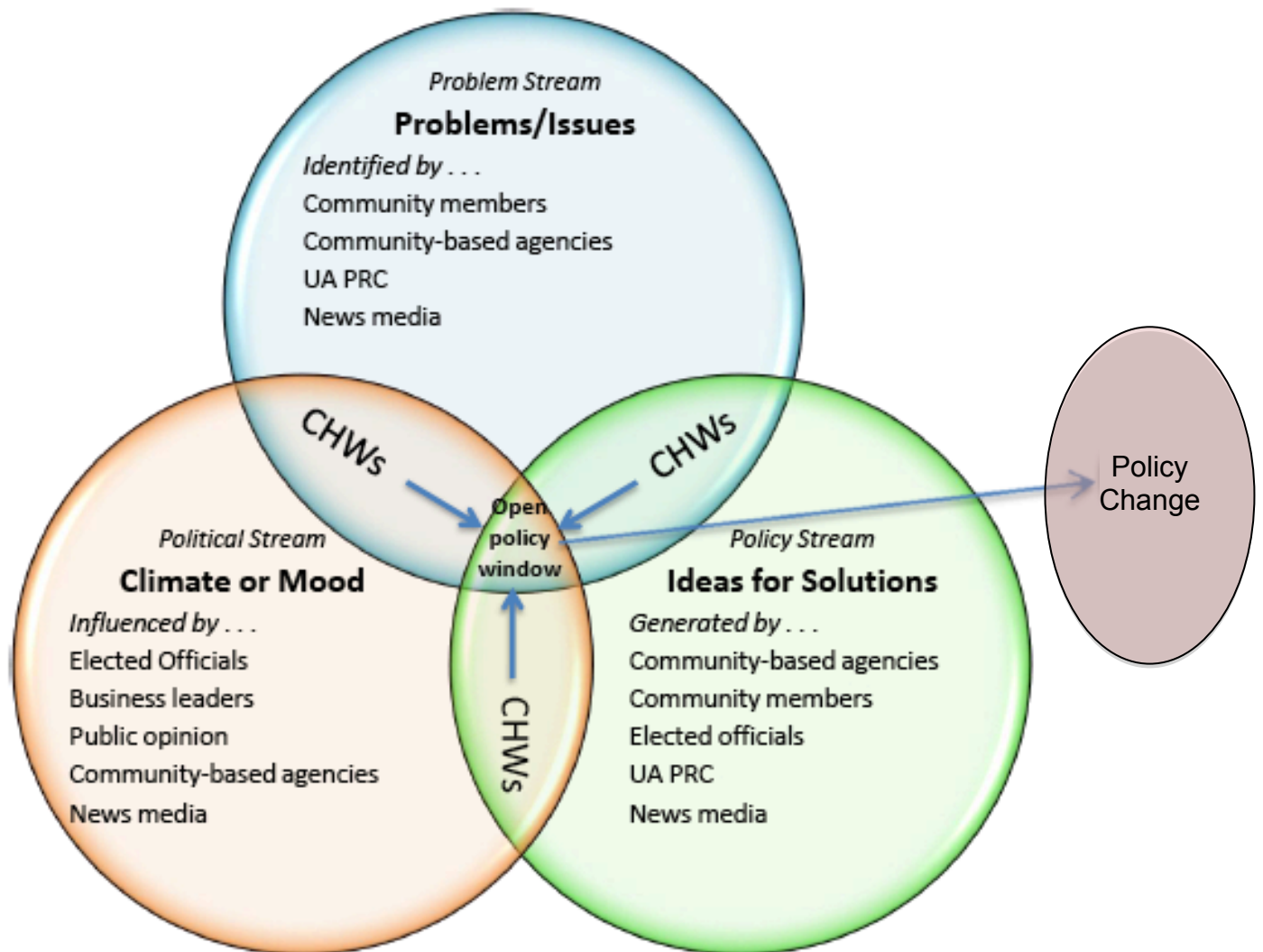
Problem Stream
Problems/Issues
Identified by . . .
Community members
Community-based agencies
UA PRC
News media

CHWs

CHWs

Open policy window

Political Stream
Climate or Mood
Influenced by . . .
Elected Officials
Business leaders
Public opinion
Community-based agencies
News media

CHWs

Policy Stream
Ideas for Solutions
Generated by . . .
Community-based agencies
Community members
Elected officials
UA PRC
News media

Policy Change

TECHNICAL ASSISTANCE

&

PEER NETWORK CALLS

Facilitated Discussion:

- Ask participants what other kinds of information or skills they would like to have to help them begin their community advocacy work.

- Ask participants if they would like to participate in peer network calls that would allow them to talk about their experiences with others *promotores de salud,* to share ideas and provide support.
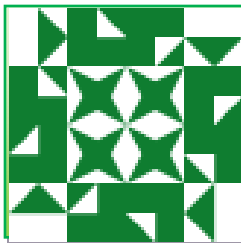
PEER NETWORK: PHASE 1

Competencies

One: Identifying community values, culture and leadership styles.

Two: Identifying community needs and issues.

Three: Developing a shared vision.

Four: Identifying and maintaining community partners.

Five: Skills building and tools: advocacy and leadership.

Six: Celebration and evaluation.

Purpose:

- Provide a forum for participants to share and learn through each other's experiences of community advocacy.

Objectives:

- Create an ongoing and structured way for promotores to build their capacity to engage in community advocacy

Materials

- Telephone or Internet with conferencinig capacity.
- Handout #1

Time:

- 1 hour,
  monthly or bimonthly

Steps:

- The peer network has already been introduced at the partner visit.
- Hold peer network calls every month or two months. Ask a different partner facilitate the calls using Handout #1.
- Stress the importance of having all participants on the call in order to make them worthwhile.
- Ask for ongoing feedback about how to improve the calls.
- Vary the content of the calls by providing a theme for discussion or adding a short training on relevant subjects such as:
  - ➢ Inspiration and motivation;
  - ➢ Coalition building;
  - ➢ Preparing community members for a meeting with an official.

Handout #1: Promotora Peer Support Conference Calls - Example Format

Dear Acción para la salud Promotoras/es

Your Promotora Peer Support Conference Calls (PPSCCs) will typically be on the third or fourth Monday of every month from 1:00 pm – 2:00 pm. The PPSCCs are set up for you to share and learn from each other's experiences with community advocacy. How you decide to manage these calls is up to all of you. We'd like to suggest a few guidelines that we think will help make these calls effective. We recommend that you review them together on your first call and whenever an important issue comes up. Feel free to revise and/or add to them as needed.

1. Rotate responsibility for leading the call so that everyone gets a chance. Remember that you are all leaders. So, if the person who is leading the call is struggling, help her/him out.

2. Decide together on the responsibilities of the person leading the call. Write them down and make sure everyone gets a copy.

3. Start each call with a check-in. Introduce yourselves – giving your names, agencies and locations

4. Take turns talking about your projects. Share with each other:

   - What you are doing . . .
   - What you are excited about . . .
   - What you are confused about . . .
   - What's working and what isn't . . .
   - What technical assistance would be helpful – be sure to let us know

5. Some things to keep in when you're on the call:

   - Avoid naming people, and especially avoid blaming or complaining about people
   - Practice good listening and make sure everyone is given the opportunity to talk. If only a few people are doing most of the talking, ask to hear from the others.
   - Remember, it's not your job to fix everyone else's problems
   - Be open to different ideas and ways of doing things
   - Give encouragement!

6. If you learn any private information on these calls, it is meant to be kept private. Please, don't share it with anyone else.

Acción Para La Salud / Action For Health
Workshop IV Agenda

Time	Activity
9:00AM - 10:00AM	Advocacy stories: Advocacy stories collected from CHWs in a national survey are shared and the different contexts for community advocacy are discussed. Participants share their stories.
10:00AM - 11:30AM	Strategy map presentations: Teams make a formal presentation of their advocacy map and get feedback from participants .
11:30AM - 12:00PM	Strategy maps evaluation and monitoring: Teams discuss how they are documenting their progress on the strategy map.
12:15PM - 1:00PM	Buffet lunch
1:00PM - 1:30PM	Who am I?: A role play to reflect upon power dynamics related to policy making.
1:30PM - 2:30PM	How to talk so people will listen!: Strategize how to make your issue meaningful to different people
2:30PM - 2:45PM	Break
2:45PM - 3:30PM	Working the system: Motivational talk about how to navigate the system to get things done.
3:30PM – 4:00PM	Feedback

Advocacy stories: Theirs and mine

Competency:

Five: Skills building and tools: advocacy and leadership.

Purpose:

- To build common understanding of what community advocacy means, and the role of CHWs in engaging community.

Objectives:

- Explain difference between advocating **for** the community and working **with** the community to advocate.
- Discuss the different types of advocacy involvement.

Materials:

- **PowerPoint Presentation:** Advocacy stories

Time:

- 1 hour

Steps:

1. Show the PowerPoint presentation.
2. Emphasize that community advocacy is not necessarily political and that they can advocate on organizational and civic levels, as well.
3. Emphasize that engaging community in advocacy is different than doing the advocacy yourself.
4. In group discussion, invite participants to share their organizational, civic and political advocacy stories.

PowerPoint Presentation: Advocacy Stories

Slide 1

Historias de Abogacia

_____

Advocacy Stories

Accion Para la Salud Community Advocacy Training IV
June 17, 2011

THE UNIVERSITY OF ARIZONA

Slide 2

¿Como definimos la abogacia de comunidad?
How do we define communidad advocacy?

La differencia entre abogar *para* la comunidad y abogar *por* la comunidad

The difference between advocating for the community and working with the community to advocate.

Slide 3

CHWs advocate for change in their workplace
Las Promotoras de Salud abogan por cambios en su lugar de trabajo

- We had worked hard for the last five years to prove the "community health worker" concept and the benefits of having them in a clinical setting. We advocate for those who are underserved and uninsured. We are well received now, and are counted as part of the care delivery team.
- Trabamos duro durante los últimos cinco años para comprobar el concepto de "la promotora de salud" los beneficios de contar con ellos en un entorno clínico. Abogar por aquellos que están desatendidos y sin seguro. Estamos bien recibido ahora, y se cuentan como parte del equipo de prestación de atención

Slide 4

CHWs advocate for change in their workplace
Las Promotoras de Salud abogan por cambios en su lugar de trabajo

- We needed a bilingual person to serve the community given that a large part don't speak English. I talked with my supervisors about the need to have more flexible requirements for hiring personnel who in addition to being highly qualified were bilingual.
- Necesitamos personal bilingue para servir a la comunidad puesto que una gran parte de esta no habla Ingles. Asi que le hable con mis superiores sobre la necesidad de hacer mas flexibles los requisitos para emplear personal que ademas de estar altamente capacitados fueran bilingues.

Slide 5

CHWs advocate for change in other organizations
Las Promotoras de Salud abogan por cambio en otras organizaciones

- On a few occasions my coworkers and I have worked with small store managers to ask them to offer better healthy food options. The city we live in has supported us as well and we have made some big changes working with other organizations
- En algunas ocasiones mis companeros y yo trabajamos con tiendas pequenas que ofrezcan comidas mas saludables. La cuidad en que vivimos nos ha apoyado tambien y hemos hecho algunos gran cambios trabajando con otras organizaciones

Slide 6

CHWs advocate for change in other organizations
Las Promotoras de Salud abogan por cambio en otras organizaciones

- I have worked to changes health systems…I go to meetings of health clinics, schools, institutions and agencies that have resources for the community and I tell them what I see and hear, about the mistreatment that people in the community are exposed to by their personnel when they try and access a service from them.
- He luchado por cambiar sistemas de salud….voy a las juntas que tienen las clinicas de salud, escuelas, instituciones y agencias con recursos para la comunidad y les digo lo que veo y oigo de su personal trabajador, a los maltratos que en veces son expuestos las personas de la comunidad que asisten para requerir algun servicio con ellos

Slide 7

CHWs advocate on a civic level
Las Promotoras abogan en un nivel cívico

- I meet with a group of volunteer promotores in my community and together we advocated for the construction of a community park. In this way we managed to improve conditions for physical activity in our community.
- Yo junto con un grupo de Promotores voluntarios en mi comunidad abogamos por la construcción de un parque comunitario. De esa manera ayudamos a mejorar las condiciones de actividad física en nuestra comunidad.

Slide 10

CHWs advocate on a political level
Las Promotoras abogan en un nivel político

- In Boston there is a lot of gang violence. One of my residents asked why is there no lighting in the park where there is a lot of shootings. I asked her to assist me with getting names on a petition. We received more than a 100 names of residents which we sent to our state officals. Two weeks later were lights.
- En Boston hay mucha violencia de pandillas. Uno de mis residentes preguntó porque no hay luces en el parque donde hay muchos tireteos. Le pedí que me ayudara con recoger firmas en una petición. Recogimos mas que 100 nombres de residents, los cuales mandamos a los representantes del estado. Dos semanas después habia luces.

Slide 8

CHWs advocate on a civic level
Las Promotoras abogan en un nivel cívico

- A few times I had to to to the county office to talk to them about their promise to pave the road in the colonia where I live, and after insisting they finally paved a few streets but not the one in front of my house. I went again and told them the next time that it rained and my daughter fell in the mud I was going to take it to the television station so they could see the street conditions; soon after they finished paving.
- En algunas ocasiones tuve que acudir a las oficinas del condado para hablar ya que nos habian prometido pavimentarnos la calle, luego de tanto insistir por fin pavimentaron algunas calles pero no la que esta frente a mi casa. Les dije la proxima vez que lloviera y que si mi hija se llegaba a caer en el lodo les hiba a traer los del canal de television para que vieran las condiciones de la calle, que no mucho despues terminaron de pavimentar.

Slide 11

Discusión/Discussion

- Have a discussion about the different types of advocacy you have been involved in 1) in your organization 2) with other organizations 3) on a civic level 4) on a political level. Were you advocating with your community or for your community? Decide on a few stories to share with the larger group.
- Discutan sobre los diferentes tipos de abogacía en que han participado: 1) en su organización 2) con otras organizaciones 3) a nivel cívico 4) en el plano político. ¿Estabas abogando por su comunidad o para su comunidad? Decidan sobre algunas historias para compartir con el grupo más grande.

Slide 9

CHWs advocate on a political level
Las Promotoras abogan en un nivel político

- I was part of a committee to pass a law in Alton Texas to make it a smoke free city in public spaces.
- Fui parte de un comité para pasar una Ley en Alton TX sobre Una ciudad libre de humo del cigarro en Lugares Publicos.

Strategy Map Presentations: What are we doing?

Core Competency:

Five: Skills building and tools: advocacy and leadership.

Purpose:

- Gain experience presenting advocacy strategies and create an opportunity for feedback from peers.

Objectives:

- Provide an opportunity for participants to make a formal presentation.
- Give all the participants a forum to share ideas to move their advocacy activities forward.

Materials:

Equipment needs depend on group presentation. May include:
- Laptop
- Projector
- Easel
- Microphone

Time:

- 90 minutes

Steps:

1. Each group comes prepared to make a formal presentation of their strategy map and activities to implement it.
2. Facilitate a discussion in which the audience asked questions and provides suggestions and feedback to each team.

Strategy Maps: How are we doing?

Competency:

Six: Celebration and evaluation.

Purpose:

- Consider how to monitor and evaluate community advocacy activity.

Objectives:

- Identify team accomplishments, challenges, and opportunities for improvement.
- Develop and practice critical analysis skills.

Materials:

- Strategy Maps
- **Handout #1:** How are we doing?

Time:

- 30 minutes.

Steps:

1. Divide the participants into teams of five, ensuring that team members are in different groups.
2. Ask participants to use Handout #1 to discuss how they are monitoring their progress.

Handout #1: How are we doing?

It can take a long time to help make a big change in a neighborhood or community. If we're not careful, we can get discouraged and forget to celebrate the important smaller steps we're accomplishing along the way to that larger change. Or, even worse, we can get so caught up in the moment, that we lose sight of our original goal.

Evaluating our progress can help us celebrate our small victories and stay on track. Below are some questions we can ask ourselves. Please take a few minutes to begin discussing them. **Use your strategy map to guide you!** Remember to continue to review and document your progress with your encounter forms, meeting minutes, newspaper articles, notes, etc., when you're back at work.

1. What desired policy or environmental change are we aiming for?

2. What are some important milestones (small steps) along the way to that desired change?
    - How will we stay on track?
    - How will we know and remember what we've accomplished?

3. How will we tell our story to let others know what we've accomplished?

Who Am I?

Core Competency:

Five: Skills building and tools: advocacy and leadership.

Purpose:

- Use a role play to experience the power dynamics related to policy change.

Objectives:

- Practice discussing health policy and how it impacts your community.
- Use a role play to experience the power dynamics around policy issues based on the way you are treated. In your role.

Materials:

- **Power Point Presentation:** Addressing a current controversial health policy
- Role play cards with various community stake holder names on name tags or post-its.

Time:

- 30 minutes

Steps:

1. Present the PowerPoint presentation to the group along with discussion questions.
2. Divide the groups into subgroups of eight or fewer. Give each participant a role play card and ask them NOT to view it but to put in on their shirt so that group members will know but participant will not know who they are representing. Examples include but are not limited to:
   - CHW
   - Hospital CEO
   - Medicaid Eligibility Worker
   - Physician
   - Community Health Center Director
   - City Council Member
   - Local newspaper representative
   - Pastor/Minister
3. Have each group role play a 15-minute discussion about how to develop a policy response to the issue in the power point.
4. Regroup and facilitate a discussion using the questions on the power point. Focus on their experience of power dynamics based on their status. What ideas do they have for making sure their community has a voice?

PowerPoint Presentation: Addressing a current controversial health Policy

Slide 1

Arizona Community Town Hall

Health Care in Arizona:
Looking to the Future

Presented by

Ms. Caring about the World, President
Arizona Towns and Cities Association

Slide 4

Meanwhile:

‣ There is a lawsuit asking the Arizona Supreme Court to block Gov. Brewer from eliminating health care for more than 100,000 Arizonans.

‣ Lawsuit contends that the state is violating the requirements in a 2000 voter approved measure mandating free care for anyone below the federal poverty level.

Slide 2

‣We are facing a health care crisis in our communties!!!

‣The question is what are we going to do??????

Slide 5

And:

‣ Governor contends that wording of the 2000 ballot measure gives her and lawmakers sufficient legal wiggle room to make the cuts.

‣ Beginning July Ist AHCCCS will stop enrolling childless adults and and parents whose income is at least 75% of federal povery level. Children will remain eligible.

‣ Court case to be heard in September.

Slide 3

More than 100,000 Arizonans are at risk of losing health care coverage.

‣ Who:
  (1) childless adults
  (2) families living in the top quarter of poverty level income
‣ When:
  July 1st, 2011

‣ Where:
  In all of our communities

Slide 6

So what do we do?

‣ As the folks in your local community that will have to deal with these issues beginning July 1st, how can you make a difference?

‣ Who can help planning for immediate issues of new uninsured in your community?

‣ Who can get involved in the issues around the lawsuit?

‣ What do you need to do?

Slide 7

Discussion Questions

‣ How were you being treated by the other people in the role play?
‣ Who do you think you were? How did it feel to be treated that way?
‣ How should you as community health workers or other person representing your communities be treated in this type of meeting?
‣ What are some ideas you have for managing this type of situation in the future?

How to talk so people will listen!

Core Competency:

Five: Skills building and tools: advocacy and leadership.

Purpose:

- To learn how to present the same issue to different audiences.

Objectives:

- To understand an audience and what is important to them.
- To frame a message appropriately for that audience.
- To obtain support for an issue or problem.

Materials:

- **Worksheet #1**: Framing your message
- **Worksheet #2:** Creating a script
- **Handout #1:** Tips for Outreach
- **Activity #1:** Framing Role Play

Time:

- 1 hour

Steps:

1. Remind participants about what we learned about values in the Acción workshops and how they influence the way we think. Using "taxes" as an example, ask how different people think about or "frame" the issue.
2. Break the participants into their teams and ask them to use the issue on their strategy maps complete the worksheet #1 and #2.
3. In large group discussion, ask the teams to share the ways they framed the issue for different audiences and facilitate feedback from other participants. Review handout #1 with the group.
4. Ask for volunteers to do a role play using Activity #1.
5. Facilitate a discussion of what participants noticed in the role play.

Worksheet #1: Framing your issue

Tailoring Your Message

In order to gain support and participation from a wide variety of people in the community, it is important to look at the issue from the perspective of others and see what in particular matters to them. That way, we can talk to any audience about the issue in a way they will listen, and get them to take action with us.

Planning For Outreach:

WHO is your audience?	
WHAT is important to them? *(Imagine things from their perspective and what their needs and priorities might be)*	
WHY should they care about this issue? What will motivate them to act?	
WHAT are you asking them to do to support the issue?	

Worksheet #2: How to talk so people will listen?

Creating a Script

INTRODUCTION: Who are you, what are you doing, and what organization are you with?	
ASK THEM A QUESTION: It is important to get them talking about the issue. Ask a question that will allow them to share their opinion or concerns.	
THREE KEY TALKING POINTS:	1. 2. 3.
MAKE YOUR REQUEST: What do you want them to do?	

Handout #1 Tips for Outreach

TIPS FOR OUTREACH & "FRAMING ISSUES"

Speaking:

- Speak clearly

- Keep your message short

- Maintain eye to eye contact

- Ask questions and listen

- Motivate and give hope!

YES – There is a solution, and

YES – We can make a positive change by working together

Follow-Up:

When someone has made a commitment or expressed interest in participating, always make a follow-up plan. How will you stay in touch? What is the next step for them?

Working as a Group:

This is an activity to do as a group. Have a meeting with all the community members who want to work on your issue, and together decide:

- Who do you need to speak to?

- How to approach each audience?

Activity #1: Framing Role Play

Fresh, Healthy Food at Corner Stores

In many of the low-income neighborhoods in Los Angeles, residents are more likely to buy their groceries at a corner store instead of a grocery store. These corner stores often do not carry fresh fruits and vegetables, and those that do have them are very expensive. Because of this, people in these neighborhoods are more likely to eat junk food, pre-packaged food, and canned or frozen vegetables. You work at a Community Health Center that wants the city to create a program to sponsor the distribution of fresh vegetables from local farms through these corner stores in low-income neighborhoods. Your team is in charge of coordinating outreach to: the city council, local farmers, corner store owners, and the community of food buyers.

To be successful, you will need:

• The City Council to vote to sponsor and finance the program;

• The local farmers and corner store owners to agree to participate;

• And the community to tell the city council that they want this program and will buy fresh food if it is available at affordable prices.

Discuss how you will frame your issue for the different audiences.
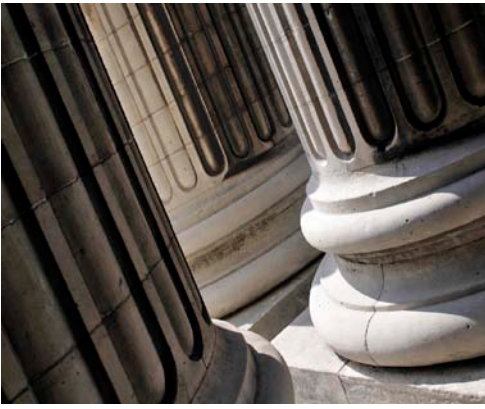
Working the system

Core Competency:

Five: Skills building and tools: advocacy and leadership.

Purpose:

To provide an inspirational talk about your right and obligation as a citizen to participate in government.*

Objective:

- To learn about local civic and political systems and how to participate in them.
- To identify different ways to address policy change.

Materials:

- **Handout #1**: The American Legal System
- **Handout #2**: Making Public Policy
- **Handout #3:** Arizona Law of Open Meetings

Time:

- 45 minutes

Steps:

1. Review Handouts.
2. Share personal experiences and strategies of being involved in the political process.
3. Facilitate open dialogue about participant concerns and questions.

"Creo que cada vez que asisto a un taller me vengo con mas información relevante de la abogacía."

"I believe that each time I attend a workshop I leave with more information relevant to advocacy."

-A workshop participant

*A community member experienced in community advocacy gave this motivational talk.

**Handout #1: The American Legal System**

The American Legal System

The Three Branches of Government

Separation of Powers

In order to ensure against the government assuming too much power, the authors of the U.S. Constitution separated the government into three branches, each with its own sphere of authority:

- The **legislative** branch makes the laws by enacting statutes. It consists of the House of Representatives and the Senate, which together form the Congress.

- The **executive** branch carries out and enforces the laws. It consists of the President, the Vice President, the Executive Office of the President, and various administrative and regulatory agencies, some of which are independent of the President.

- The **judicial** branch interprets the laws and decides whether they comply with the Constitution. It consists of the Supreme Court and various lower courts.

Each branch of the government issues its own set of documents which have the force of law.
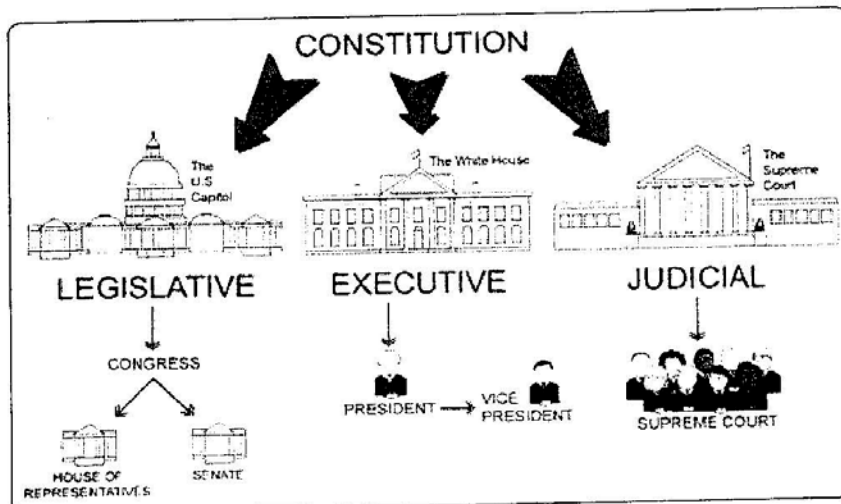
3 Es
Of Public Policy

1. Establish

No policy currently exists; a new policy is necessary to address an issue affecting the public.

2. Enhance

Policy exists, but needs modifications in order to meet current needs.

3. Enforce

Policy exists, however, little or nothing is done to ensure its implementation.
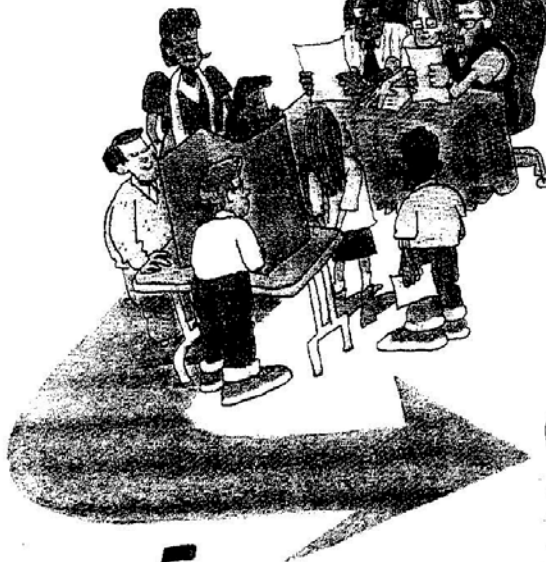
Problem

1 identify the problem

2 gather information

3 examine alternative policies

4 propose public policy

5 develop an action plan

Solution

OPEN MEETING LAW 101
Arizona's Open Meeting Law in a Nutshell
Information compiled by:
Liz Hill, Assistant Ombudsman – Public Access
Last revised August 2010

Two core concepts

"All meetings of any public body shall be public meetings and all persons so desiring shall be permitted to attend and listen to the deliberations and proceedings." A.R.S. § 38-431.01(A).

"It is the public policy of this state that meetings of public bodies be conducted openly and that notices and agendas be provided for such meetings which contain such information as is reasonable necessary to inform the public of the matters to be discussed or decided." A.R.S. § 38-431.09.

Why do we have an Open Meeting Law?

1. To protect the public.
   a. To avoid decision-making in secret.
   b. To promote accountability by encouraging public officials to act responsively and responsibly.
2. To protect public officials.
   a. To avoid being excluded (notice).
   b. To prepare and avoid being blind sided (agenda).
   c. To accurately memorialize what happened (minutes).
3. Maintain Integrity of government.
4. Better informed citizenry.
5. Build trust between government and citizenry.

What constitutes a meeting?

A meeting is a gathering, in person or through technological devices of a quorum of a public body at which they discuss, propose or take legal action, including deliberations. A.R.S. § 38-431(4). This includes telephone and e-mail communications.

Who must comply with Open Meeting Law?

Public bodies. "Public body" means the legislature, all boards and commissions of this state or political subdivisions, all multimember governing bodies of departments, agencies, institutions and instrumentalities of the state or political subdivisions, including without limitation all corporations and other instrumentalities whose boards of directors are appointed or elected by the state or political subdivision. Public body includes all quasi-judicial bodies and all standing, special or advisory committees or subcommittees of, or appointed by, the public body. A.R.S. § 38-431(6).

1

"Advisory committee" or "subcommittee" means any entity, however designated, that is officially established, on motion and order of a public body or by the presiding officer of the public body, and whose members have been appointed for the specific purpose of making a recommendation concerning a decision to be made or considered or a course of conduct to be taken or considered by the public body. A.R.S. § 38-431(1).

The Secretary of State, Clerk of the County Board of Supervisors, and City and Town Clerks must conspicuously post open meeting law materials prepared and approved by the Arizona Attorney General's Office on their website. A person elected or appointed to a public body shall review the open meeting law materials at least one day before the day that person takes office. A.R.S. § 38-431.01(G)

What is Required under the Open Meeting Law?

1. Notice

Public bodies must post a disclosure statement on their website or file a disclosure statement as provided for by statute. The disclosure statement states where the public body will post individual meeting notices. A.R.S. § 38-431.02(A)(1) through (4).

The open meeting law requires at least 24 hours notice of meetings to the members of the public body and the general public. A.R.S. § 38-431.02(C).

Notice must be posted on the public body's website, unless otherwise permitted by statute. Notice must also be posted at any other electronic or physical locations identified in the disclosure statement and by giving additional notice as is reasonable and practicable. A.R.S. § 38-431.02(A)(1) through (4).

2. Agenda

Agendas must contain information reasonably necessary to inform the public of the matters to be discussed or decided. A.R.S. § 38-431.09.

Agendas must be available at least 24 hours before the meeting. A.R.S. § 38- 431.02(G).

3. Public's Rights

The public has a right to:
- Attend
- Listen
- Tape record
- Videotape

Public has no right to:
Speak
Disrupt

2

4. Calls to the Public

An open call to the public is an agenda item that allows the public to address the public body on topics of concern within the public body's jurisdiction, even though the topic is not specifically included on the agenda. Ariz. Att'y Gen. Op. I99-006.

Although the Open Meeting Law permits the public to attend public meetings, it does not require public participation in the public body's discussions and deliberations and does not require a public body to include an open call to the public on the agenda. *See* Ariz. Att'y Gen. Op. No. I78-001.

An individual public officer may respond to criticism, ask staff to review an item or ask that an item be placed on a future agenda, but he or she may *not* dialogue with the presenter or collectively discuss, consider, or decide an item that is not listed on the agenda. A.R.S. § 38-431.01(H); Ariz. Att'y Gen. Op. I99-006. Note that individual members of the public body may respond to criticism by individuals who addressed the public body during the call to the public, but the public body may not collectively discuss or take action on the complaint unless the matter is specifically listed on the agenda. A.R.S. § 38-431.01(H).

Public bodies may impose reasonable time, place, and manner restrictions on speakers. Restrictions must be narrowly tailored to affect a compelling state interest and may not be content based. Ariz. Att'y Gen. Op. I99-006.

A member of the public body may not knowingly direct a staff member to communicate in violation of the Open Meeting Law. A.R.S. 38-431.01(I).

In sum:
- *Calls to the public are permitted, but not required.*
- *Should be added as an agenda item.*
- *Public body may limit speaker's time.*
- *Public body may require speakers on the same side with no new comments to select spokesperson*
- *Public body may set ground rules:*
    - *civility*
    - *language*
    - *treat everyone the same*

5. Executive Sessions

Public bodies may hold private executive sessions under a few limited circumstances. In executive sessions, the public is not allowed to attend or listen to the discussions, and the public body is not permitted to take final action. A.R.S. § 38-431.03(D).

Members of the public body may not vote or take a poll in executive sessions. A.R.S. § 38-431.03(D).

3

There are seven authorized topics for executive sessions:
1. Personnel (must provide 24 hours written notice to employee).
2. Discussion or consideration of records exempt by law from public inspection.
3. Legal advice – with public body's own lawyer(s).
4. Discussion or consultation with public body's lawyer(s) to consider pending or contemplated litigation, settlement discussions, negotiated contracts.
5. Discuss and instruct its representative regarding labor negotiations.
6. Discuss international, interstate, and tribal negotiations.
7. Discuss the purchase, sale, or lease of real property.

Notice and Agenda: Agendas for executive sessions may describe the matters to be discussed more generally than agendas for public meetings in order to preserve confidentiality or to prevent compromising the attorney-client privilege. A.R.S. § 38-431.02(I). Nonetheless, the agenda must provide more than a recital of the statute that authorizes the executive session.

6. Minutes (A.R.S. §§ 38-431.01(B), (C), (D) and -431.03(B))

Public bodies must take meeting minutes of all meetings, including executive sessions.

May be recorded or written, keeping in mind that permanent records must be on paper.

Public session meeting minutes must include:
- Date, time and place of meeting;
- Names of members of the public body present or absent;
- A general description of matters considered; and
- An accurate description of all legal actions proposed, discussed or taken, and the names of members who propose each motion. The minutes shall also include the names of the persons, as given, making statements or presenting material to the public body and a reference to the legal action about which they made statements or presented material.

Executive session minutes must include:
- Date, time and place of meeting;
- Names of members of the public body present or absent;
- A general description of matters considered;
- An accurate description of all instructions given; and
- Such other matters as may be deemed appropriate by the public body.

The minutes or a recording of the public session must be open for public inspection no later than three working days after the meeting, except as otherwise provided in the statute. A.R.S. § 38-431.01(D).

Cities and towns with a population of more than 2,500 persons must post approved city and town council minutes on its website within two working days following approval. A.R.S. § 38-431.01(E)(2).

Minutes of executive sessions must be kept confidential except from certain individuals. A.R.S. § 38-431.03(B).

How long meeting minutes are maintained is determined by the public body's record retention and destruction schedule authorized by Arizona State Library and Archives.

Persons in attendance may record any portion of a public meeting, as long as the recording does not actively interfere with the meeting. Acceptable recording equipment includes tape recorders, cameras, or other means of reproduction. A.R.S. § 38-431.01(F).

7. *Where to turn for help*

Self-help resources available:
The Arizona Ombudsman – Citizens' Aide handbook – The Arizona Open Meeting Law (available on line at www.azoca.gov under open meetings/publication)
The Arizona Ombudsman's website, www.azoca.gov
Arizona Agency Handbook, Chapter 7, www.azag.gov – Quick Links
Attorney General Opinions – www.azag.gov – Quick Links

Questions/File a complaint:
Arizona Ombudsman-Citizen's Aide (602) 277-7292

File a complaint/Enforcement authority
Attorney General's Open Meeting Law Enforcement Team (602) 542-5025
County Attorney's Office

PROMOTORA ADVOCACY/LEADERSHIP WORKSHOP EVALUATION

Please help us improve the advocacy/leadership workshop you've just completed for next time with your feedback.

1. **Please circle or mark your ratings for the following activities**

Advocacy stories

Disappointing	Satisfactory	Good	Excellent

Strategy map presentations

Disappointing	Satisfactory	Good	Excellent

Strategy maps evaluation and monitoring

Disappointing	Satisfactory	Good	Excellent

Who am I?:

Disappointing	Satisfactory	Good	Excellent

How to talk so people will listen

Disappointing	Satisfactory	Good	Excellent

Working the system

Disappointing	Satisfactory	Good	Excellent

2. **Please circle or mark your ratings for the following aspects of the workshop:**

Information provided ahead of time

Disappointing	Satisfactory	Good	Excellent

Meeting space

Disappointing	Satisfactory	Good	Excellent

Food and refreshments

Disappointing	Satisfactory	Good	Excellent

Audiovisual aids

Disappointing	Satisfactory	Good	Excellent

Handouts

        Disappointing   **Satisfactory**   **Good**   **Excellent**

Simultaneous translation

        Disappointing   **Satisfactory**   **Good**   **Excellent**

3. What were the main messages that you took away from the workshop?

4. What did you like most about the workshop?

5. What recommendations do you have to improve the workshop?

6. How were your feelings about advocacy and leadership influenced by the workshop?

7. Do you think what you've learned in this workshop will be useful in your work? In what ways?

8. How would did the workshop meet your expectationa?

Did not meet   Somewhat met   Met my expectations   Exceeded my expectations

Briefly state why you rated it this way:

9, Please share a brief story about new knowledge learned at the workshop that surprised you.

10. Please share any other feedback you might have

Thank you for your time and your feedback!

PARTNER VISIT TWO

Agenda:

9:00AM - 9:30AM	Sharing and Discussion: Participants share their community advocacy activities and progress on their strategy maps
9:30AM - 10:30AM	Tools for Community Advocacy: Facilitators provide training materials on training areas chose by participants.
10:30 – 11:00 AM	Self Care in Community Advocacy: Participants engage in a discussion about the personal demands of being a *promotora* and of doing community advocacy.
11:00AM – 11:30AM	Needs for the Future: Participants share ideas for training and support in the future.

SHARING AND DISCUSSION

Competencies:

Five: Skill building and tools: advocacy and leadership

Purpose:

- Provide an opportunity for participants to share and get feedback on their advocacy activities and their plans for moving forward.

Objectives:

- Create an interactive learning discussion for participants and facilitators.

Materials:

- Note-taking materials

Time:

- 30 minutes

Steps:

- Participants share their activities since the last workshop.
- Facilitators ask questions designed to help participants reflect on their community advocacy strategies and next steps.

TOOLS FOR COMMUNITY ADVOCACY

Competency:

Five: Skill building and tools: Advocacy and leadership

Purpose:

- Work with participants on specific advocacy strategies relevant to their work in the community.

Objectives:

- Provide tools and training targeted specifically to the needs of each partner organization.
- Engage participants in interactive discussion to identify and refine advocacy strategies that are relevant to their work in the community.

Materials:

- **Handout #1:** Tools for community advocacy
- Other training materials depending on the topic(s) chosen by partners

Time:

- 1 hour

Steps:

1. Prior to the meeting ask participants to identify one or two areas of interest from Handout#1.
2. Prepare materials to respond to that area of interest. Many of these items are covered on the Community Toolbox website:
3. http://ctb.ku.edu/en/tablecontents/index.aspx
4. Begin the conversation by asking why the participants chose that training area. Tailor your discussion to the specific needs of their experience and activities.

Handout #1: Tools for Community Advocacy

Choose one or two items from the list below that you would like more information on to help you in your community advocacy work.

Advocacy strategies

1. Creative Ideas for public awareness campaigns

2. How to run a petition drive

3. How to fundraise for advocacy

4. Framing your issue/talking about your issue with different audiences

5. Using personal testimony for advocacy

6. What does it mean to represent your community in advocacy?

7. Creative ways to engage your community in advocacy activity

8. How to prepare for a public presentation

9. How to deal with rejection and frustration

Addressing specific policy issues

1. Tools to choose a good policy strategy

2. Changing school policies (dress code, extracurricular activities, school menu...)

3. Modifying policies to improve services (accessibility, ethics, best practices)

4. How to promote community friendly policies (transportation, rent subsidies, improving parks, language policies, support for youth recreation, quality housing)

5. Supporting Local Ordinances to Modify Access to Unhealthy Products and Practices (energy drinks, smoking bans)

6. Promoting family friendly policies in workplaces and government (family leave, breast feeding, flexible work time, pesticide safety...)

SELF CARE

IN COMMUNITY ADVOCACY

Competency:

Five: Skill building and tools: Advocacy and leadership

Six: Evaluation and Celebration

Purpose:

- Provide an opportunity to emphasize the importance of taking care of oneself and identify how to do so.

Objectives:

- Provide tools and technical assistance in areas defined by participants.
- Discuss advocacy strategies that are relevant to the projects participants have initiated in their community.

Materials:

- **Handout #1:** Building resilience

Time:

- 30 minutes

Steps:

1. Give participants a few minutes to read Handout #1.
2. Facilitate a discussion about participants' experience of being a *promotora,* and of community advocacy work, in particular.
3. Emphasize the importance of personal boundaries in taking care of oneself.

Handout #1: Building Resilience

What is resilience?

Resilience is an "inner strength" that helps you bounce back after stressful situations. When you are resilient, you may recover more quickly from setbacks or difficult changes, including illness.

Developing resilience begins with simple actions or thoughts that you practice, such as planning for what you'll do next and learning to accept change.

Being resilient doesn't mean that you find it easy to deal with difficult or stressful situations or that you won't feel angry, sad, or worried during tough times. But it does mean that you won't feel so overwhelmed. You'll be less likely to give up and more likely to cope with stressful situations in healthy ways.

Why is resilience important?

Part of resilience is how you think. Your mind can have a positive or negative effect on your body. This is called the mind-body connection.

For example, negative emotions, such as worry and stress, can cause tense muscles and pain, headaches, and stomach problems. But having a positive outlook on life might help you better handle pain or stress than someone who is less hopeful.

How can you build resilience?

People who are resilient often work to have a positive outlook on life. It may take gradual, small changes in your outlook on life and careful self-evaluation. You may be able to begin this shift on your own. A counselor or therapist can also help you.

Here are some tips to get started:

- **Change how you think**
    - Accept that things change.
    - Look at change as a challenge rather than a threat.
    - Examine how and why you feel the way you do when things change.
    - Expect things to work out. You can't change what happens, but you can change how you feel about it.

- **See the big picture.**
    - Find the positive in stressful situations and learn from the situation.
    - Look for things to learn. Difficult or emotional situations can teach you about yourself. Look to the future, and ask yourself how the stressful event might help you.
    - See the funny side of bad situations.

Handout #1: Building Resilience

- **Change how you act**
  - Seek out interactions with people who make you feel better.
  - Build relationships that are solid and loving with your family and others. Help them, and don't be afraid to let them help you.
  - Develop a support network.

- **Believe in yourself and the things you can do.**
  - Solve problems. Look at all aspects of a problem, and brainstorm solutions. Ask friends for suggestions.
  - Do things to gain self confidence and build self-esteem. For example, list the things you've achieved in your life or those that make you proud.

- **Take good care of yourself.**
  - Do things that you enjoy. See a movie. Have a good meal. Laugh with your friends. Know what's important to you.
  - Relax your mind and body through techniques such as deep breathing and guided imagery.
  - Talk about how you are feeling, and manage your emotions.
  - Be thankful for the good you see around yourself.

TECHNICAL ASSISTANCE

&

PEER NETWORK CALLS

Facilitated Discussion:

- Ask participants what other kinds of information or skills they would like to have to help them further their community advocacy work.

- Ask participants for feedback on the peer network calls.

- Ask participants to share any other thoughts or feedback.

Acción Para La Salud / Action for Health
Curriculum Guide

The History

The Arizona Prevention Research Center at the University of Arizona College of Public Health is funded by the Centers for Disease Control and Prevention. Every five years, the Center submits a new proposal that contains a research project that is developed with the guidance of our community partners, or Community Action Board. In 2007, we began an extended conversation with our Community Action Board members about what we should propose for our new research project. The conversation ultimately led to the funding of Acción Para La Salud/Action for Health (Acción) and the development of the community health worker community advocacy curriculum guide that you see here.

Acción is the latest of several community-based participatory research projects involving community health workers. We demonstrated in our previous research that community health workers make important contributions to chronic disease prevention and comprehensive diabetes prevention and control programs in Southern Arizona border communities. While these projects focused on individual health outcomes, we have always included a component about how environmental and systems change can address chronic disease. With *Acción,* our central focus is the role of the community health worker in addressing the social determinants underlying disease. During our many conversations we kept returning to the same themes:

- The importance of addressing the social and environmental determinants of health in order to overcome health disparities in chronic disease;
- The importance of empowering communities to identify what health-related issues they wished to address;
- The unique role of CHWs as both community leaders and advocates for health; and
- The critical importance of engaging communities in social and environmental change.

Given what we knew, we believed that if we worked with CHWs to further develop their advocacy and leadership skills that they could increase community-driven policy change related to chronic disease prevention within organizations, systems, and the broader social and physical environment. We designed *Acción* and this curriculum to test that idea.

Acción included a training committee to develop the curriculum. The committee made several key decisions early on to guide development of the curriculum which we called our *guiding principles*.

1. To develop a set of core competencies for community advocacy/leadership and to frame them in language that was accessible to our participants.
2. To embrace adult learning principles through:
    - Practical, participatory, problem-centered learning,
    - Promoting self-esteem,
    - Integrating new ideas with existing knowledge,
    - Showing respect for the individual learner,
    - Capitalizing on participants' experience,
    - Allowing choice and self-direction.

3. To embrace action-learning principles with between-workshop assignments to advance the knowledge, skills, and self-confidence of participants,
4. To recognize that our participating CHWs are experts and in their field and nurture a mutual learning environment
5. To rely on existing, culturally appropriate, training resources when possible
6. To provide simultaneous translation and to have English and Spanish language versions of handouts
7. To further reinforce learning and skills acquisition through:
    - The institution of monthly Promotora Peer Support Conference Calls
    - Occasional partner visits

In presenting this curriculum we give are very grateful to the Promotoras who brought and shared their knowledge, skills, abilities, and enthusiasm with us. It was with and through them that the curriculum came to life.

Acción Para La Salud / Action for Health
Curriculum Guide

Curriculum Development Resources

We were inspired by and borrowed from the following resource materials in the development of our curriculum

- Arizona Community Training Leadership Training Modules; The University of Arizona Cooperative Extension; http://cals.arizona.edu/act/default.htm; accessed 1/20/12

- Border Women's Health Promotora Institute, Mariposa Community Health Center, Nogales, AZ

- The Collective Leadership Framework: A Workbook for Cultivating and Sustaining Community Change; The Kellogg Foundation; http://www.iel.org/programs/klcc.html; accessed 1/20/12

- Wilder's Neighborhood Leadership Program; http://www.wilder.org/964.0.html

- The Center for Creative Leadership Handbook of Leadership Development; Jossey-Bass; 2nd Edition (November 14, 2003); ISBN-10: 0787965294; ISBN-13: 978-0787965297

- Cohen D; Advocacy for Social Justice: A Global Action and Reflection Guide; Kumarian P (January 1, 2001); ASIN: B0034DR0PS
- Krile J; Community Leadership Handbook: Framing Ideas, Building Relationships, and Mobilizing Resources; Fieldstone Alliance; February 3, 2006; ISBN- 10 0940069547; ISBN-13: 978-0940069541

- Rocky Mountain Public Health Education Consortium Frontier Models of Leadership; http://frontierleadership.uaa.alaska.edu/register/index.cfm; accessed 1/20/12

- Turning Point Collaborative Leadership Learning Modules: A Comprehensive Series; http://www.turningpointprogram.org/Pages/cl_download.html; accessed 1/20/12

- Pediatric Pulmonary Centers: A Collaborative Web Site of the MCH Training Grantee Network; Advocacy Curriculum; http://ppc.mchtraining.net/resources/curricula/; accessed 1/20/12

- Institute for Sustainable Communities; Advocacy Resources; http://tools.iscvt.org/advocacy/start; accessed 1/20/12

- The Community Toolbox; University of Kansas; http://ctb.ku.edu/en/#; accessed 1/20/12

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